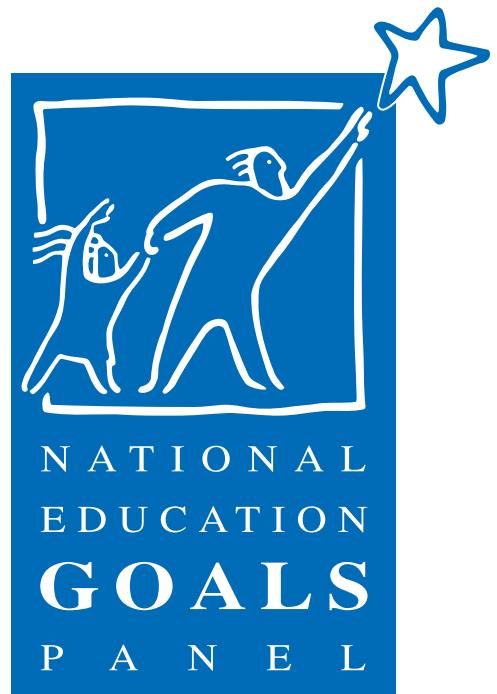




DATA FOR THE NATIONAL EDUCATION GOALS REPORT

Volume Two:
State Data



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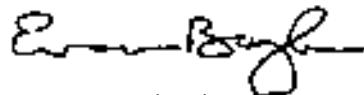
Foreword

On behalf of the National Education Goals Panel, I am pleased to present the 1995 *National Education Goals Report*, the fifth in a series of annual reports to measure progress toward the National Education Goals through the year 2000. The 1995 Goals Report consists of four documents, the *Core Report*, the *National and State Data Volumes*, and the *Executive Summary*. The *Core Report* focuses on approximately two dozen core indicators to convey to parents, educators, and policymakers how far we are from achievement of the Goals and what we must do in order to reach our destination. The *National and State Data Volumes* include additional comprehensive sets of measures to describe our progress at the national level and the amount of progress that individual states have made against their own baselines. The fourth document, the *Executive Summary*, condenses this information and presents it in a format suitable for all audiences.

This year marks the halfway point between 1990, the year that President Bush and the nation's Governors established the National Education Goals, and our target date for achieving them, the year 2000. While the nation and states have made encouraging progress in mathematics achievement; participation in Advanced Placement examinations in core areas such as English, mathematics, science, and history; and early prenatal care, there is still work to be done in other areas.

What must we do to accelerate our progress? One essential step is for schools and families to form strong partnerships to improve education. This year's *Core Report* and *Executive Summary* focus on the essential role that families play in helping to achieve the National Education Goals and suggest ways in which schools can involve them in partnerships to increase our chances of reaching our targets. They also highlight promising family involvement practices in several schools that have been recognized for their programs. The four schools profiled are Katy Elementary School in Katy, Texas; Sarah Scott Middle School in Terre Haute, Indiana; Booker T. Washington Elementary School in Champaign, Illinois; and Kettering Middle School in Upper Marlboro, Maryland. These schools were selected as the winners of the 1995 Strong Families, Strong Schools Most Promising Practices Competition sponsored by Scholastic, Inc., Apple Computer, the U.S. Secretary of Education, and the National Education Goals Panel. The students, families, and staff in these schools and communities are to be congratulated on their success.

Sincerely,



Evan Bayh, Chair
(1994-1995)
National Education Goals Panel, and
Governor of Indiana

Governors

David M. Beasley,
Governor of South Carolina

John Engler,
Governor of Michigan

Kirk Fordice,
Governor of Mississippi

James B. Hunt,
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State Senator, Delaware

Douglas R. Jones,
State Representative, Idaho

Preface

Planning, design, and production of the four documents which comprise the 1995 *National Education Goals Report* were the responsibility of Leslie Lawrence and Cynthia Prince, with assistance from Jennifer Ballen and Hyong Yi.

Babette Gutmann, Allison Henderson, and Ann Webber of Westat, Inc., assisted by Justin Boesel, supplied invaluable technical assistance and statistical support services. Kelli Hill and Jim Page of Impact Design, Inc., contributed expertise in graphic design, layout, and report production. Beth Glaspie and Scott Miller of Editorial Experts, Inc., provided essential editorial support. Additional graphics were designed by Ogilvy, Adams and Rinehart and by the National Geographic Society.

Special thanks go to members of the National Education Goals Panel's Working Group for helpful critiques of earlier drafts of the Report, especially members of the Reporting Committee: Patricia Brown, Kim Burdick, William Christopher, Lori Gremel, Mary Rollefson, and Emily Wurtz.

The 1995 *Goals Report* would not have been possible without the hard work, thoughtful planning, and careful review provided by all of these individuals. Their dedication and assistance are gratefully acknowledged.



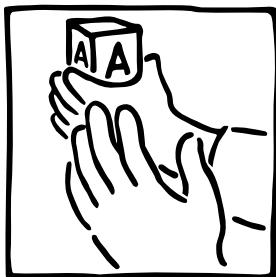
Ken Nelson
Executive Director
National Education Goals Panel

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The National Education Goals

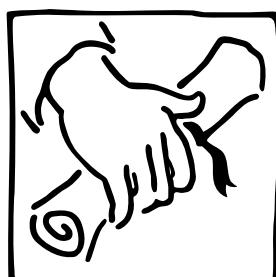


GOAL 1: Ready to Learn

By the year 2000, all children in America will start school ready to learn.

Objectives:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.



Goal 2: School Completion

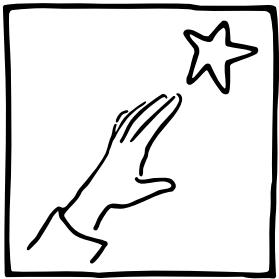
By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

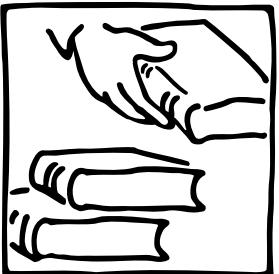


Objectives:

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

Goal 4: Teacher Education and Professional Development

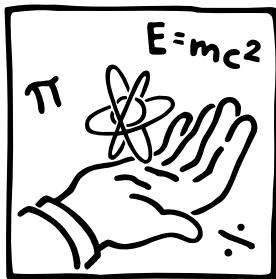
By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.



Objectives:

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

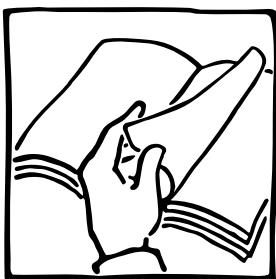


Goal 5: Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Objectives:

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.



Goal 6: Adult Literacy and Lifelong Learning

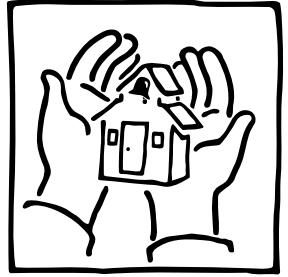
By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

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

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

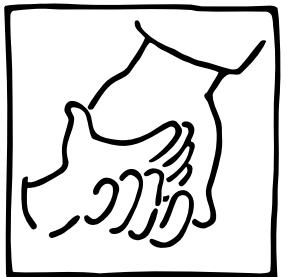


Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Goal 8: Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.



Objectives:

- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Introduction

The 1995 *National Education Goals Report* represents the mid-point of an unprecedented national, state, and community commitment to reform and renew education — the achievement of the National Education Goals. These Goals state that by the year 2000:

- 1) All children in America will start school ready to learn.
- 2) The high school graduation rate will increase to at least 90 percent.
- 3) All students will leave Grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- 4) The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- 5) United States students will be first in the world in mathematics and science achievement.
- 6) Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- 7) Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

- 8) Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

The National Education Goals represent a framework for improvement — an understanding that a quality education can no longer be viewed as an “event” that happens within four walls, but begins before birth, continues throughout life, and involves all sectors of the community.

Progress Since the 1989 Summit

This fifth report represents a chance to reflect on progress made since the 1989 Education Summit and the adoption of the Goals in 1990. At the national level, we have made positive strides in many areas, including the following:

Goal 1 — Ready to Learn:

- From 1990 to 1992, the percentage of mothers receiving prenatal care in the first trimester increased from 76% to 78%. Increases occurred for each racial/ethnic group.
- The percentage of children born with one or more health risks decreased from 37% to 35% from 1990 to 1992.

Goal 3 — Student Achievement and Citizenship:

- The percentage of 4th and 8th graders who scored at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP) mathematics assessments increased from 1990 to 1992. For 4th graders, the percentage increased from 13% to 18%, while for 8th graders, the percentage increased from 20% to 25%.

- Participation rates in the Advanced Placement program, though still relatively low, climbed from 1991 to 1995, particularly in core subject areas such as English, mathematics, science, and history.
- Voter registration and voting, indicators of responsible citizenship, increased from 1988 to 1992. Among young voters (18 to 20 years old), registration rates climbed from 48% to 53%, while voting rates climbed from 35% to 42%.

Goal 5 — Mathematics and Science:

- The number of undergraduate and graduate science degrees awarded increased for both men and women and in each racial/ethnic group from 1990 to 1993.

Goal 6 — Adult Literacy and Lifelong Learning:

- More adults reported taking adult education courses in 1995 than in 1991.

However, in other cases, we have fallen further behind:

Goal 6 — Adult Literacy and Lifelong Learning:

- Although overall participation in adult education increased from 1991 to 1995, the gap widened between adults who have a high school diploma or less and those who have additional postsecondary education or technical training.

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

- Overall use of drugs, particularly marijuana, increased in Grades 8, 10, and 12. From 1991 to 1994, at-school drug use also increased among 8th and 10th graders.
- From 1991 to 1994, disapproval of marijuana use declined among students in Grades 8, 10, and 12. Eighth and 10th graders' disapproval of binge drinking also declined.
- More 12th graders reported skipping class in 1994 than in 1990.
- A larger percentage of public school teachers reported being threatened or injured by a student from their school in 1994 than in 1991.

- From 1991 to 1994, more secondary school teachers reported that student misbehavior often interfered with their teaching.

Among the states, there have also been improvements:

Goal 1 — Ready to Learn:

- Rates of prenatal care in the first trimester improved in 45 states and the District of Columbia.
- The proportion of young children with disabilities served by preschool programs increased in 44 states.

Goal 3 — Student Achievement and Citizenship:

- From 1991 to 1995, more than 40 states had an increase in the number of English, mathematics, and science Advanced Placement examinations receiving grades of 3 or higher; more than 30 had an increase in the number of history examinations receiving grades of 3 or higher.

Goal 5 — Mathematics and Science:

- The use of calculators in the classroom is a type of instruction recommended by mathematics education experts. Between 1990 and 1992, the percentage of teachers reporting at least weekly calculator use in the classroom increased in 23 of 34 states.

Goal 6 — Adult Literacy and Lifelong Learning:

- Between 1988 and 1992, voter registration rates increased in 19 states and the District of Columbia, and voting rates increased in 31 states and the District of Columbia.

But, there are also areas where the news is not as encouraging:

Goal 3 — Student Achievement and Citizenship:

- The percentage of 8th graders scoring at the Proficient or Advanced levels on the NAEP mathematics assessment increased in only 9 states from 1990 to 1992.

Goal 5 — Mathematics and Science:

- Only three states came close to the two highest performing countries on an international mathematics comparison conducted in 1991.

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

- Between 1991 and 1993, only two states showed a decrease in overall use of alcohol.

Focusing our attention on “where we are” and how far we need to go to reach the National Education Goals, however, is only part of the story. To help states and communities continue to move forward, the Goals Panel has created a variety of tools to support Goal achievement and education reform efforts.

Serving the States and Communities

Supporting State and Community Development of Academic Standards and Assessments

There has been commitment among the Goals Panel members from its inception that academic standards backed by valid assessments are an important part of reaching the National Education Goals. Implicit in Goal 3, Student Achievement and Citizenship, is the belief that its attainment is dependent on the development of rigorous academic standards. The Panel also believes that the most important venues for the development of academic standards and assessments are states and communities.

To assist states and communities in answering the question, “What will educational success look like?” the Panel will undertake the following during the coming year:

- Develop a description of “world-class” academic standards. One of the most pressing needs as states and school districts develop academic standards is to know what world-class academic standards truly look like. A resource group will be created to answer the following questions:
 - What do competitor nations expect of their students?
 - What do high-performance workplaces expect of entering employees?
 - What are the admissions requirements of leading colleges and universities?

By building on the work of organizations who have collected information of this type, the Goals Panel will expand the current base of knowledge on inter-

national academic standards and make it available to state and local policymakers and parents.

- Focus on assessment and measurement of student achievement. The Goals Panel will create a resource group to offer guidance to states and school districts in examining the issues surrounding assessment and measurement, as well as suggestions on implementation. In addition, the Goals Panel will make information available to state and local policymakers and the public, to broaden their understanding of these often complicated issues.
- Provide feedback to states and communities on the creation of academic standards and assessments. States and communities that have accepted the difficult task of developing academic standards and assessments will at some point confront the questions:
 - Are these good enough?
 - How do they compare to world-class benchmarks?By offering to provide feedback through a voluntary “peer-review” process, the Goals Panel will enhance the efforts of states and communities.
- Compile an inventory of Academic Standards-Related Activities. The Goals Panel has created an inventory of various organizations’ activities related to the development of academic standards. This inventory explores the work of 26 organizations in promoting and strengthening the movement toward the development of state academic standards and performance assessments, and helps to answer the following questions:
 - Who is conducting work concerning world-class standards?
 - Who is developing performance standards and assessments?
 - Who is giving states and local school districts technical assistance and feedback on their standards?
 - Who is developing comments on content standards?
 - Who is informing educators and the public?
 - Who in the business community is involved with standards?

Providing Tools to Reach the Goals

The Community Action Toolkit

Created to help answer the question, "What can I do at the local level?" the Toolkit offers an array of materials and information to help communities build broad-based support and participation in the democratic process of setting and achieving local education goals — tools that can add power or accelerate local education improvement activities.

The Toolkit follows the "Goals Process." Simply put, the Goals Process helps communities figure out where they need and want to go, where they are in relation to that destination, and what they have to do to get from one point to the other. Through the Goals Process, communities set ambitious but realistic targets for educational improvements, assess their current strengths and weaknesses, chart a course of aggressive action to reach their goals, and regularly report back to their constituents about goal achievement.

To do this, the Toolkit contains five guidebooks:

- *Guide to Goals and Standards* — provides an overview on the National Education Goals and efforts to create academic standards.
- *Community Organizing Guide* — details a step-by-step process to mobilize communities to achieve the Goals; includes suggestions such as how to create a leadership team and implement strategies.
- *Local Goals Reporting Handbook* — describes how to set up a local accountability process; offers suggestions on the kinds of questions to ask at the local level to get started.
- *Guide to Getting Out Your Message* — features information to increase the impact of grassroots communication techniques; includes sample materials such as news releases, speeches, articles, and public service announcements.
- *Resource Directory* — provides a quick reference guide to many organizations and reading materials that can support and enrich a community campaign to reach the National Education Goals or local goals.

Electronic Services

To reach a more extensive audience of researchers, community leaders, and practitioners, the Goals Panel

has "teamed-up" with three partners who provide services through electronic means: the Coalition for Goals 2000, the U.S. Department of Education, and *The Daily Report Card*. Users of these services can gather information on how much progress is being made toward the Goals, promising programs being used throughout the states and communities to reach the Goals, and Goals Panel initiatives.

Earlier this year, the Goals Panel contracted with the Coalition for Goals 2000 to create a customized area on GOAL LINE, the Coalition's education reform online network. GOAL LINE was created to increase the scale and pace of grassroots education reform by enabling persons interested in education to share information and effective programs with each other. The Panel's public presence on GOAL LINE provides that service and includes such information as facts and information about the Goals Panel and its role, a publication list, an interactive area for GOAL LINE subscribers to seek information directly from staff, and a news area to inform users of Goals Panel activities. Many publications are available directly online and are contained in the Goals Panel database, allowing users to search *Goals Reports* and other Panel documents easily.

In addition, the Goals Panel, in conjunction with the U.S. Department of Education Online Library,¹ will be creating a World Wide Web Home Page. The 1994 and 1995 *Goals Reports* will be available in 1995, with the 1991, 1992, and 1993 *Goals Reports* and the Community Action Toolkit becoming available in 1996. The U.S. Department of Education's Online Library also offers selected Goals Panel publications as well as a variety of documents on family involvement and education research and statistics.

This year the 1994 and 1995 *Goals Reports* also will be available on CD-ROM for users of both IBM and Macintosh computers. The CD-ROM will permit users to create customized Goals reports by enabling users to view, search (by state, Goal, or indicator), copy, and print any portion of the *Goals Report*, as well as allow the user to edit text.

Through *The Daily Report Card*, an online education newsletter, the Panel supports the distribution of information on how state and local education reforms are progressing nationwide to help communities find ways to reach the National Education Goals. Readers include governors, state legislators, university faculty, school superintendents, teachers, other school officials, and the general public.

¹ To get to the Department's Online Library and the Goals Panel's publications, use the World Wide Web: <http://www.ed.gov/> or Gopher: <gopher://gopher.ed.gov:10001/11/initiatives/goals/national>.

The 1995 Goals Report

The documents which comprise the *1995 Goals Report* are also tools to serve states and communities. The *National and State Data Volumes* provide in-depth information on the progress we have made at the national level and the amount of progress individual states have made against their own baselines. The *Core Report* examines a set of approximately two dozen core indicators and describes how far we are from our destination. In addition, the *Core Report* and the *Executive Summary* go one step further and share ideas on how we can move closer to Goal achievement. Specifically, they emphasize the basic, yet vital, role that families play in educating their children and in ultimately reaching all of the Goals. They provide examples of what states and communities are doing to strengthen the link between families and schools, highlight school-based programs, and provide contact information.

Beyond 1995

At the mid-point of this decade-long process, we have seen some success toward Goal achievement, but we also have seen some failure. In order to sustain our successes, and to turn around our failures, we need the involvement of everyone — families, students, educators, business leaders, policymakers, and other community members.

The tools listed above can assist in creating successes at the state and community levels by defining what we mean by “world-class” standards, helping to organize communities to achieve the Goals, and providing examples on how to support that critical connection between the school and the family.

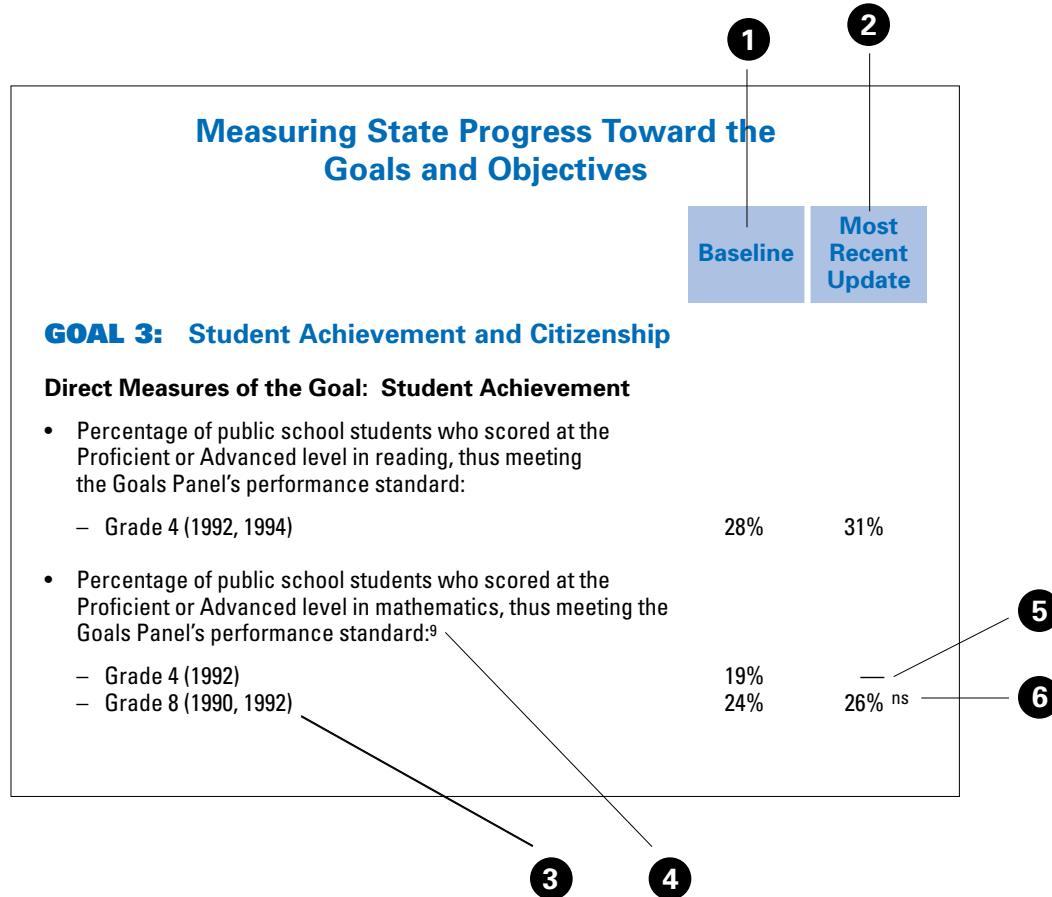
For more information on these documents or online services, please refer to the Questionnaire at the end of this document.



Indicators for the State Volume



Guide to Reading the State Pages

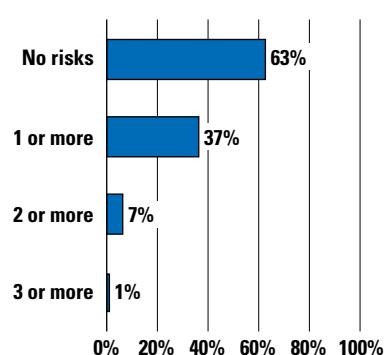


- 1 The **Baseline** year represents our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.
- 2 The **Most Recent Update** year represents the most recent year in which data were collected.
- 3 The date or dates in parentheses indicate the year(s) in which data were collected for a particular measure. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.
- 4 Superscript number refers to the data source; sources and any technical notes are found in Appendix A.
- 5 — means data not available.
- 6 ns means that a change from the baseline year to the most recent year was not statistically significant.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

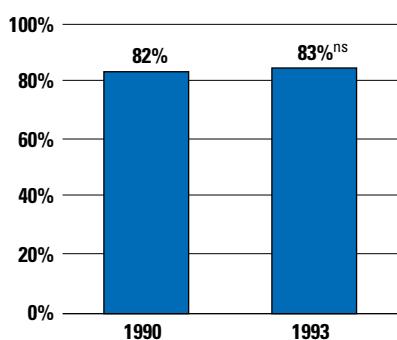


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 84 85
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 735 771
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 39% 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 75% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 41 48

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 82% 83% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 17% 20% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 10%
 - Grade 8 (1990, 1992) 12% 12%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 12 14
 - Mathematics 4 5
 - Science 3 6
 - Foreign languages 1 1
 - Civics and government 2 4
 - Economics 1 2
 - Fine arts 1 1
 - History 7 9

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 70% 63%
 - a teaching certificate in their main teaching assignment 98% 96% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 43%
 - methods of teaching subject field 70%
 - in-depth study in subject field 34%
 - student assessment 51%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 4%

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 25% 23% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

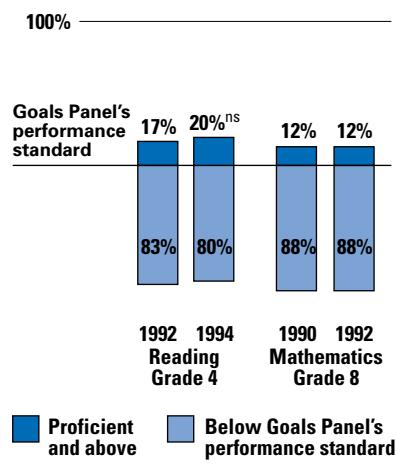
Taiwan=41% Korea=37% Switzerland=33%

Baseline	Most Recent Update
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ALABAMA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

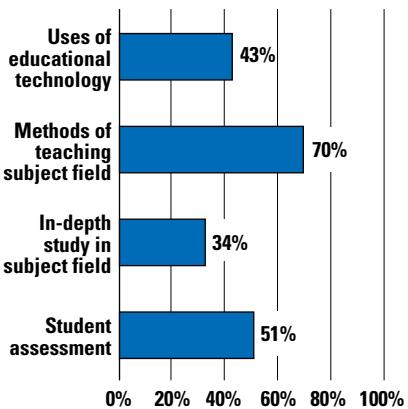
² Interpret with caution. Data are undergoing revision. See Appendix A.

nsInterpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

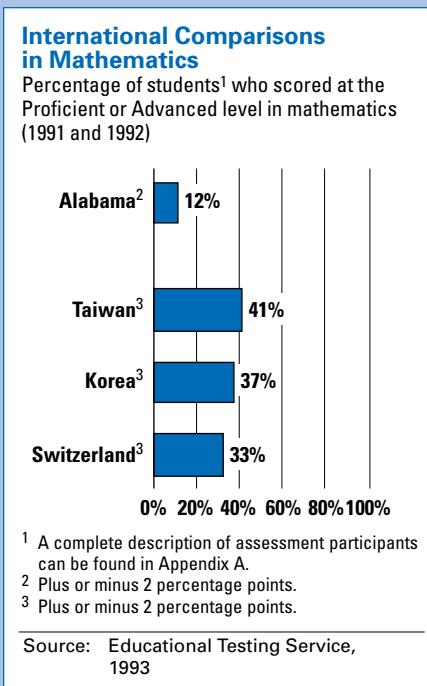
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	41%	42%	ns
– developing reasoning ability to solve unique problems	48%	42%	ns
– communicating mathematics ideas	43%	43%	

- c) who have computers available in their mathematics classroom

13% 15% ns

- d) who use calculators in mathematics class at least once a week

25% 45%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	34%	35%	
– minorities (Blacks, Hispanics, American Indians)	40%	39%	
– females	30%	31%	

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	74%	78%	ns
b) voting	57%	64%	

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 56%

—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	5%		
– marijuana	2%		

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 18%

—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

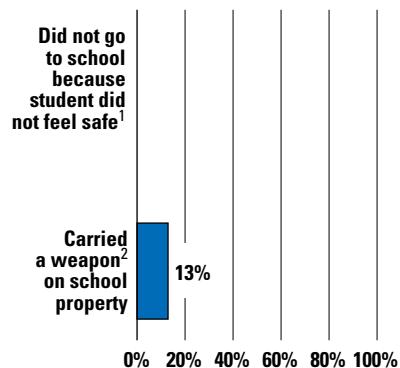
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	7%	10% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	35%	25%
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	13%	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported 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): ²⁵	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) ²⁶	14%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	14%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) ²⁸	40%	54%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	31%	32% ns
– public school principals	15%	17% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	9%	7% ns
– hiring new full-time teachers	2%	2%
– setting discipline policy	9%	16% ns

ALABAMA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



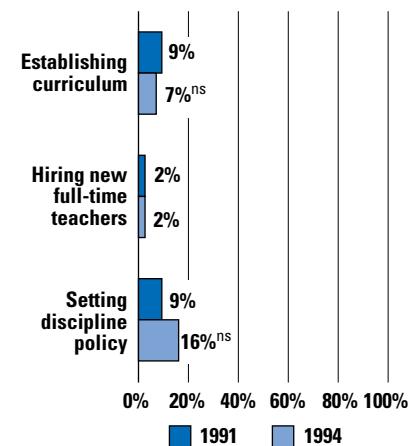
¹ Data not available.

² Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

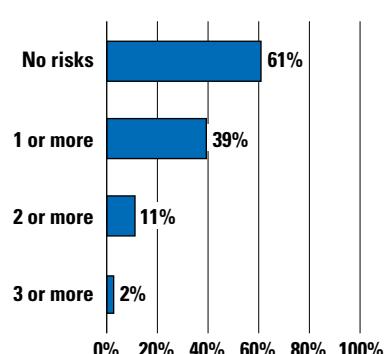
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

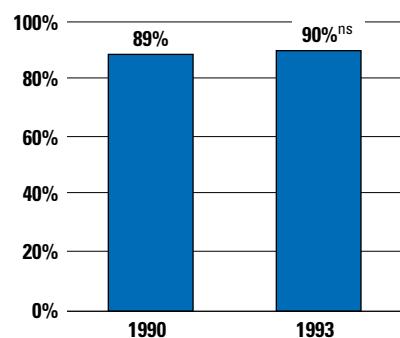


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 48 49
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 800 831
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 37% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 73% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 44 58

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 89% 90% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	21	21
Mathematics	10	10
Science	6	8
Foreign languages	1	1
Civics and government	5	4
Economics	4	3
Fine arts	2	1
History	9	7

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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ALASKA

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 60% 64% ns
 - a teaching certificate in their main teaching assignment 91% 92% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 64%
 - methods of teaching subject field 64%
 - in-depth study in subject field 35%
 - student assessment 48%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 33% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 15% 12% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

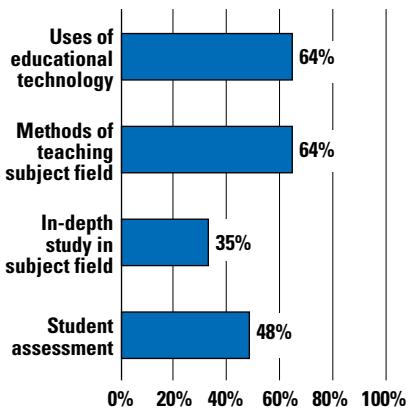
Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week — —
 - work with measuring instruments or geometric solids at least once a week — —

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions
 - developing reasoning ability to solve unique problems
 - communicating mathematics ideas
- c) who have computers available in their mathematics classroom
- d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 34%
 - minorities (Blacks, Hispanics, American Indians) 34%
 - females 28%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 73% 77% ns
 - b) voting 62% 70%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 39%

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

ALASKA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 17% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 35% | 46% |
|-----|-----|

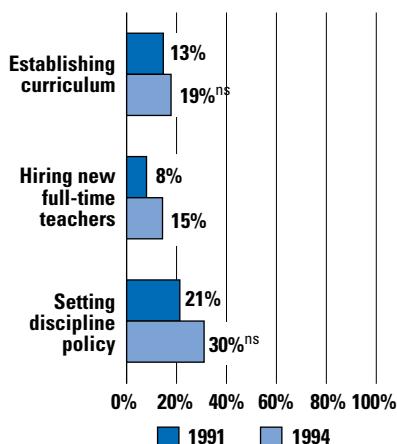
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 25% | 32% |
| 20% | 22% ns |
| 13% | 19% ns |
| 8% | 15% |
| 21% | 30% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

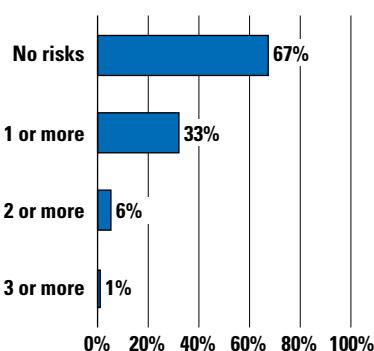
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

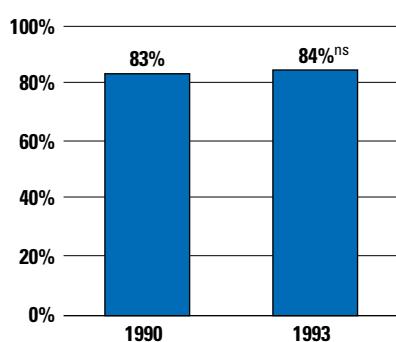


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

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

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 64 64
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 675 713
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 37% 33%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 77% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 25 35

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 83% 84% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 11% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 18% 21% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 13%
 - Grade 8 (1990, 1992) 16% 19% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 12 14
 - Mathematics 7 7
 - Science 6 7
 - Foreign languages 4 6
 - Civics and government 4 7
 - Economics 1 2
 - Fine arts 1 1
 - History 7 8

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

ARIZONA

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 63% 58% ns
 - a teaching certificate in their main teaching assignment 96% 95% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 46%
 - methods of teaching subject field 56%
 - in-depth study in subject field 27%
 - student assessment 54%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 40% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 25% 30%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

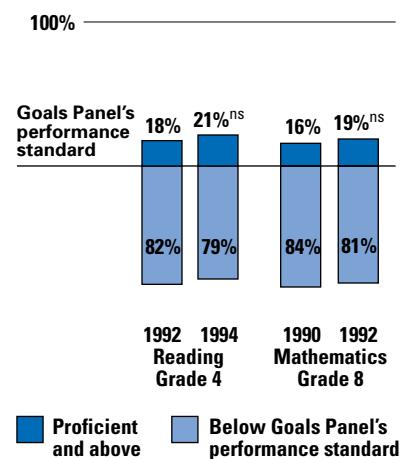
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵ Taiwan=41% Korea=37% Switzerland=33% 19% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 61%
 - work with measuring instruments or geometric solids at least once a week (1992) 8%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

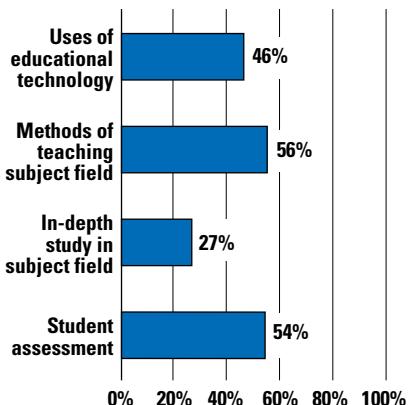
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

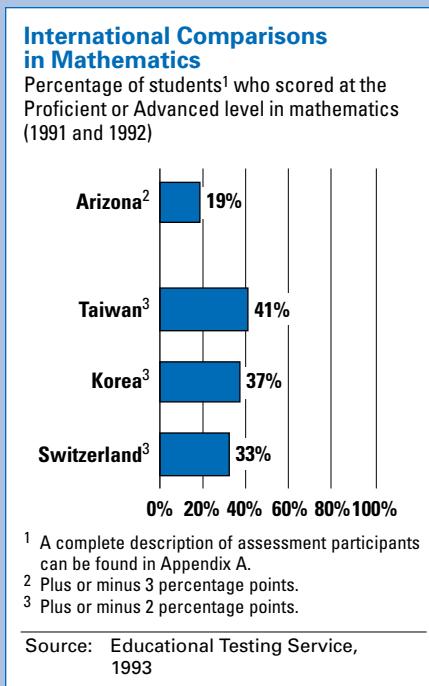
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 51%
 - developing reasoning ability to solve unique problems 43%
 - communicating mathematics ideas 38%
- c) who have computers available in their mathematics classroom 22% 17% ns
- d) who use calculators in mathematics class at least once a week 33% 52%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 26%
 - minorities (Blacks, Hispanics, American Indians) 22%
 - females 24%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 66%
 - b) voting 57%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 45% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² — —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

ARIZONA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- 15% —

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|--------|
| 40% | 46% ns |
|-----|--------|

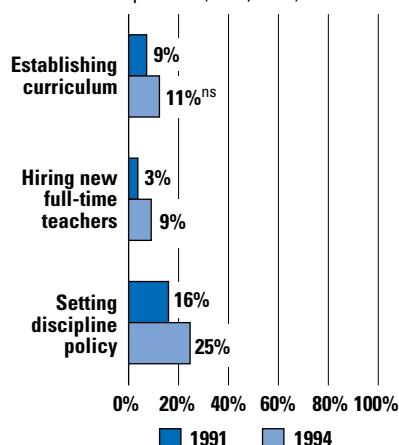
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 36% | 37% ns |
| 21% | 16% ns |
| 9% | 11% ns |
| 3% | 9% |
| 16% | 25% |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

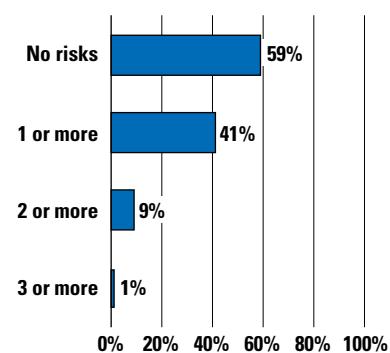
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

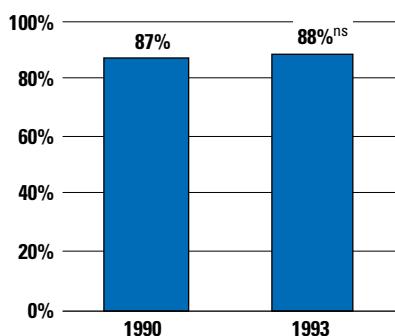


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 82 82
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 708 723
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 42% 41% ns
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 71% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 45 56

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 87% 88% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 4% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 20% 20%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 10%
 - Grade 8 (1990, 1992) 12% 13% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 6 8
 - Mathematics 3 4
 - Science 2 3
 - Foreign languages <1 <1
 - Civics and government <1 1
 - Economics 0 <1
 - Fine arts <1 <1
 - History 3 5

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 62% 60% ns
 - a teaching certificate in their main teaching assignment 98% 97% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 33%
 - methods of teaching subject field 68%
 - in-depth study in subject field 27%
 - student assessment 47%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 6% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 15% 14% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% 13% —

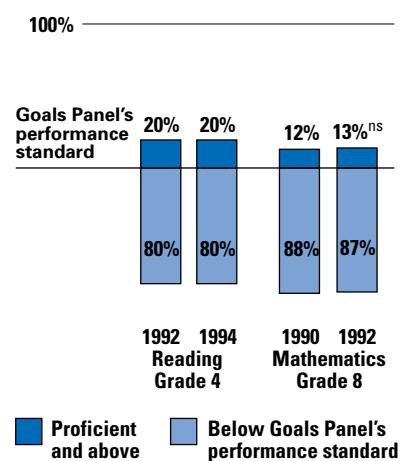
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 33% 41% ns
 - work with measuring instruments or geometric solids at least once a week (1992) 6% —

ARKANSAS

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

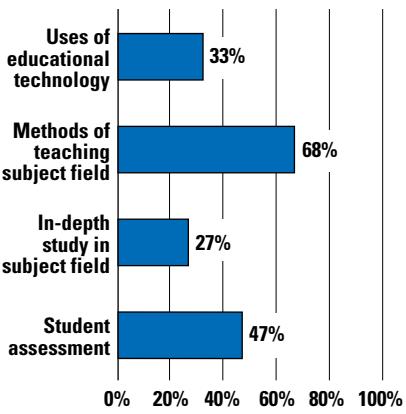
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

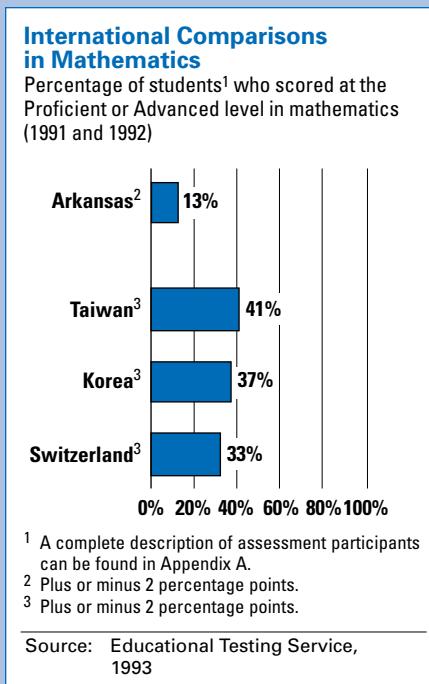
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	33%	35% ns
– developing reasoning ability to solve unique problems	36%	31% ns
– communicating mathematics ideas	31%	30% ns

- c) who have computers available in their mathematics classroom

16% 23% ns

- d) who use calculators in mathematics class at least once a week

26% 39% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	32%	33%
– minorities (Blacks, Hispanics, American Indians)	31%	35%
– females	28%	30%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	68%	67% ns
b) voting	56%	58% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

46% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	—	—
– marijuana	—	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

ARKANSAS

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 15% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 34% | 45% |
|-----|-----|

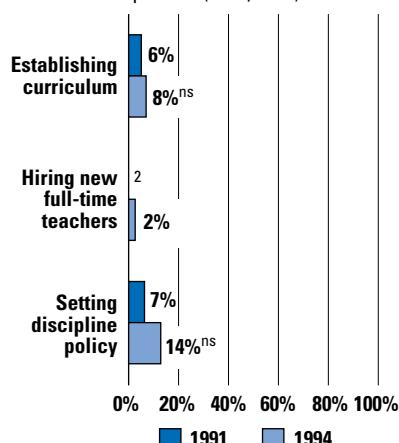
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 30% | 29% ns |
| 20% | 22% ns |
| 6% | 8% ns |
| * | 2% |
| 7% | 14% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 58 59
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 723 751
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 74% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 28 32

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 77% 79%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 5% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

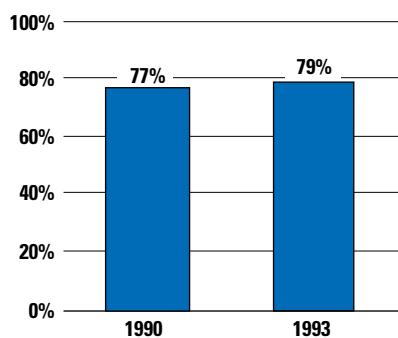
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 17% 14% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 13%
 - Grade 8 (1990, 1992) 16% 20% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 23 26
 - Mathematics 14 16
 - Science 12 16
 - Foreign languages 14 19
 - Civics and government 6 9
 - Economics 2 4
 - Fine arts 2 3
 - History 16 18

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

CALIFORNIA

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 56% 51% ns
 - a teaching certificate in their main teaching assignment 96% 95% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 53%
 - methods of teaching subject field 78%
 - in-depth study in subject field 40%
 - student assessment 69%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 64% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 31% 35%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

51% ns
95% ns

—
—
—
—

64% —
—

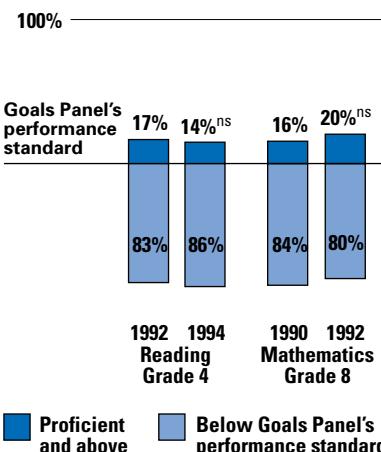
31% 35%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 59% 62% ns
 - work with measuring instruments or geometric solids at least once a week (1992) 13% —

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

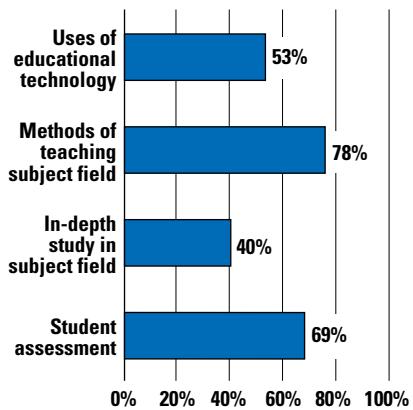
² Interpret with caution. Data are undergoing revision. See Appendix A.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

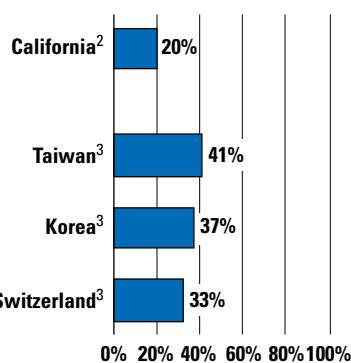
See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

CALIFORNIA

Measuring State Progress Toward the Goals and Objectives

International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

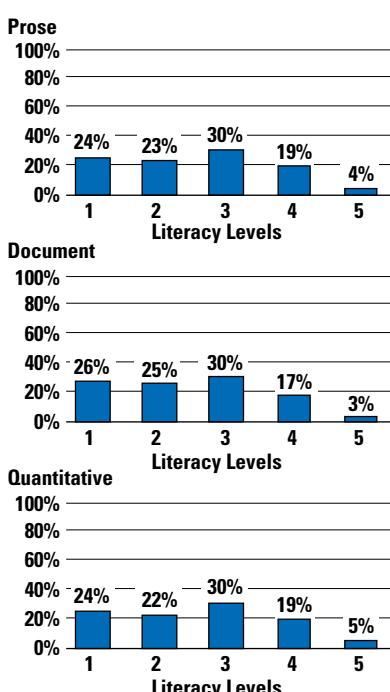
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 46% 42% ns
- developing reasoning ability to solve unique problems 50% 49% ns
- communicating mathematics ideas 41% 40% ns

c) who have computers available in their mathematics classroom

28% 24% ns

d) who use calculators in mathematics class at least once a week

59% 65% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 43% 45%
- minorities (Blacks, Hispanics, American Indians) 43% 45%
- females 39% 41%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

53% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 72% 73% ns
- b) voting 63% 67%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

50% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol — —
- marijuana — —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

CALIFORNIA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|----|---|
| 9% | — |
|----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | |
|-----|-----|
| 43% | 43% |
|-----|-----|

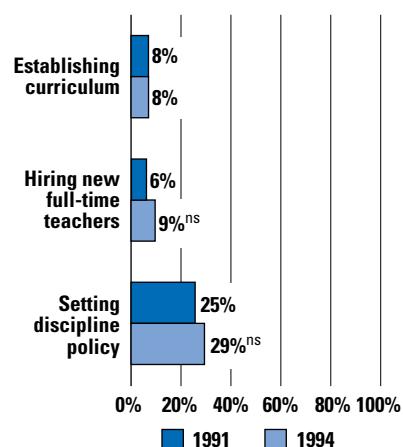
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|-----|--------|-------|
| 32% | 32% | 8% |
| 20% | 11% | 8% |
| 8% | 6% | 9% ns |
| 25% | 29% ns | 25% |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

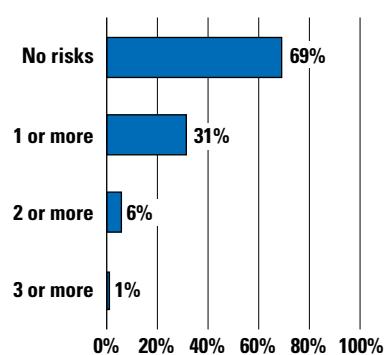
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

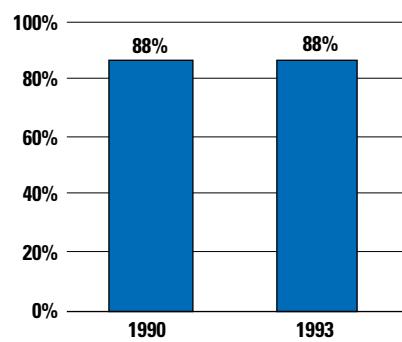


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 80 85
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 778 790
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 33% 31%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 75% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 27 38

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 88% 88%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 22% 23% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 18%
 - Grade 8 (1990, 1992) 22% 26%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 23 25
 - Mathematics 12 13
 - Science 12 13
 - Foreign languages 6 6
 - Civics and government 1 2
 - Economics <1 2
 - Fine arts 1 1
 - History 17 16

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 74% 66%
 - a teaching certificate in their main teaching assignment 93% 93%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²

uses of educational technology	55%	—
methods of teaching subject field	57%	—
in-depth study in subject field	32%	—
student assessment	58%	—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 21% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 20% 24% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

26%

—

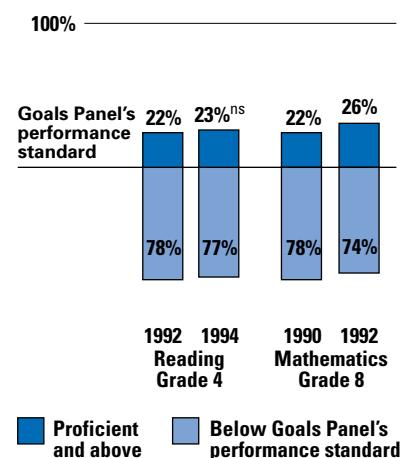
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 69%
 - work with measuring instruments or geometric solids at least once a week (1992) 9%

COLORADO

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

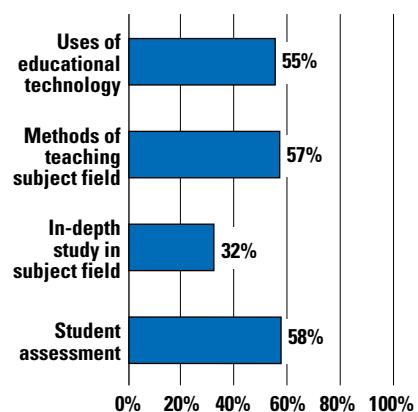
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

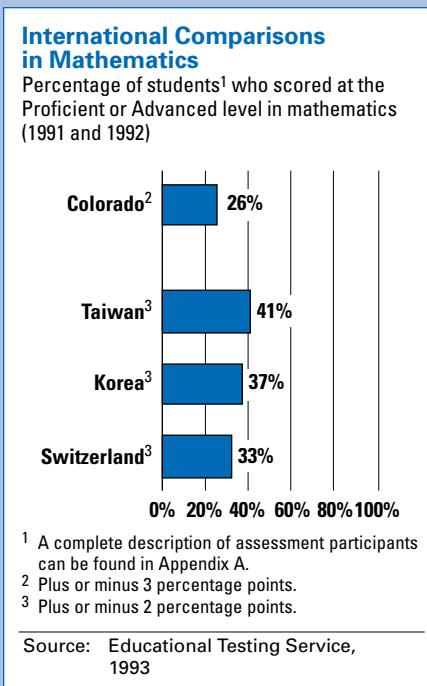
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 51% 53% ns
 - developing reasoning ability to solve unique problems 50% 51% ns
 - communicating mathematics ideas 45% 43% ns
- c) who have computers available in their mathematics classroom 16% 15% ns
- d) who use calculators in mathematics class at least once a week 56% 73%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 48% 49%
 - minorities (Blacks, Hispanics, American Indians) 46% 49%
 - females 43% 46%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 76% 77% ns
 - b) voting 68% 71% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 50% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² — —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

COLORADO

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana 16%
 - cocaine 2%
 - b) Having five or more drinks in a row during the past 30 days 38%

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property — —
 - b) Did not go to school because student did not feel safe — —
- Percentage of public high school students who reported 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):²⁵ — —
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶ — —
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷ 14% —

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸ 40% 49%

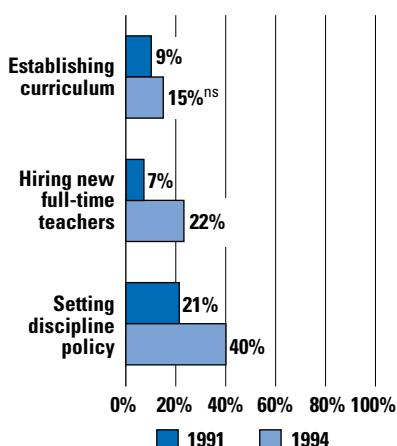
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers 25%
 - public school principals 17%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum 9%
 - hiring new full-time teachers 7%
 - setting discipline policy 21%

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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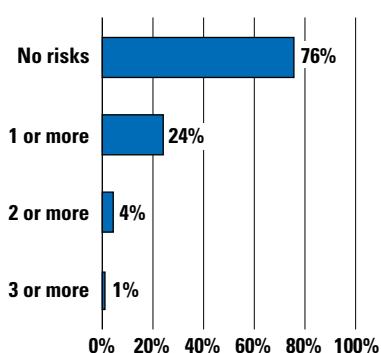
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Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

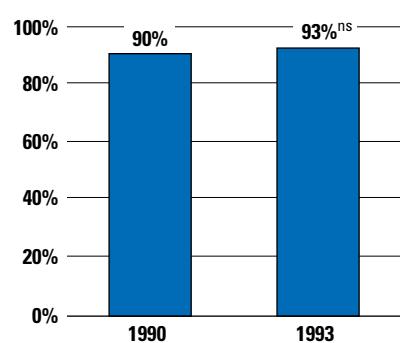


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 66 69
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 849 875
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 25% 24%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 86% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 41 46

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 90% 93% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 30% 33% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 25%
 - Grade 8 (1990, 1992) 26% 30%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 21 27
 - Mathematics 15 18
 - Science 16 22
 - Foreign languages 10 11
 - Civics and government 1 1
 - Economics 3 5
 - Fine arts 2 2
 - History 16 19

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

CONNECTICUT

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment
- | | |
|-----|--------|
| 76% | 74% ns |
| 99% | 99% |

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment
- | | |
|-----|---|
| 48% | — |
| 72% | — |
| 39% | — |
| 63% | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³
- | | |
|-----|---|
| 17% | — |
|-----|---|

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴
- | | |
|-----|-----|
| 13% | 19% |
|-----|-----|

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

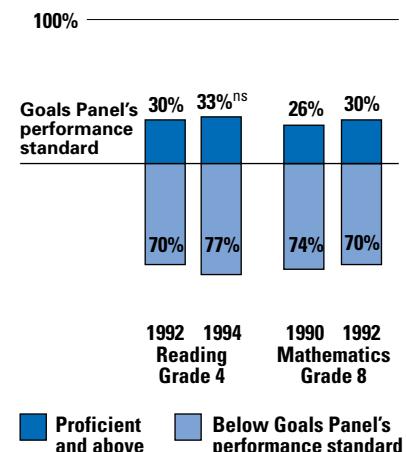
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵
- | | | |
|--|-----|---|
| Taiwan=41% Korea=37% Switzerland=33% | 30% | — |
|--|-----|---|

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week (1992)
- | | |
|-----|--------|
| 51% | 47% ns |
| 6% | — |

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

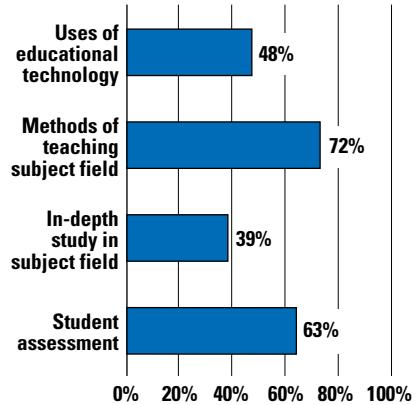
² Interpret with caution. Data are undergoing revision. See Appendix A.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

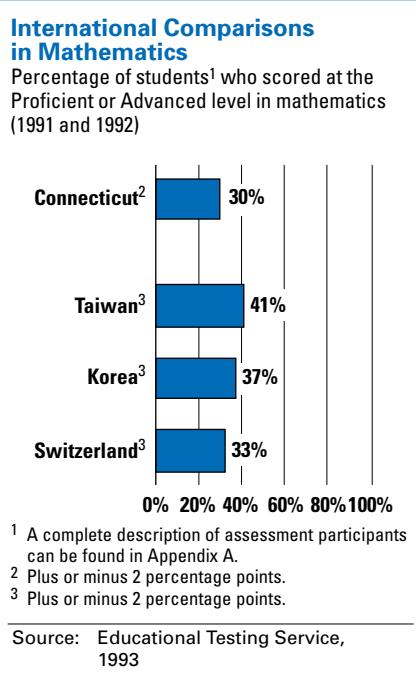
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See Appendix A for technical notes and sources.

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Measuring State Progress Toward the Goals and Objectives



Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 48% 40% ns
- developing reasoning ability to solve unique problems 47% 49% ns
- communicating mathematics ideas 41% 45% ns

c) who have computers available in their mathematics classroom

27% 22% ns

d) who use calculators in mathematics class at least once a week

51% 61% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 43% 45%
- minorities (Blacks, Hispanics, American Indians) 47% 48%
- females 37% 41%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 78% 82% ns
- b) voting 68% 77%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 59% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² — —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

CONNECTICUT

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 14% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 36% | 47% |
|-----|-----|

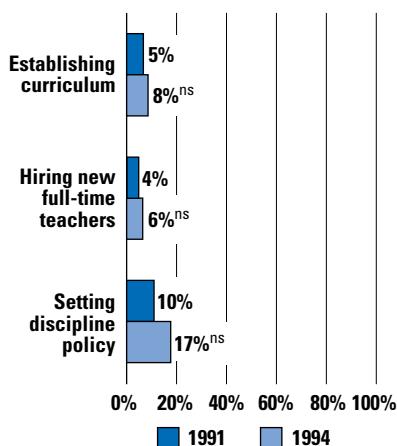
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 19% | 21% ns |
| 9% | 7% ns |
| 5% | 8% ns |
| 4% | 6% ns |
| 10% | 17% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

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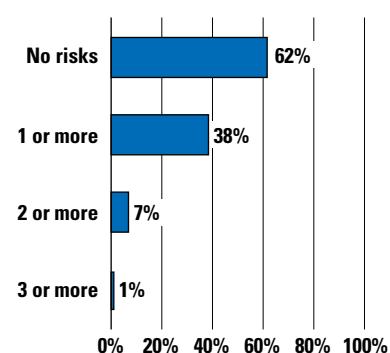
DELAWARE

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

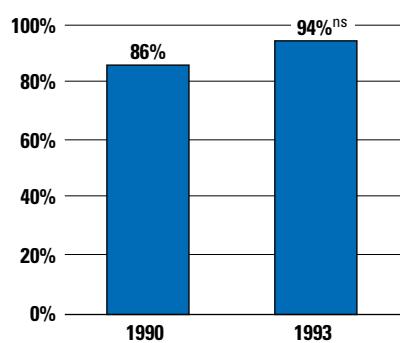


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 76 76
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 795 805
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 40% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 81% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 51 62

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 86% 94% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 21% 19% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 17%
 - Grade 8 (1990, 1992) 19% 18% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 18 23
 - Mathematics 14 17
 - Science 13 18
 - Foreign languages 5 6
 - Civics and government 4 4
 - Economics <1 1
 - Fine arts <1 2
 - History 19 22

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 73% 71% ns
 - a teaching certificate in their main teaching assignment 99% 94%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 49%
 - methods of teaching subject field 65%
 - in-depth study in subject field 30%
 - student assessment 60%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 9% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 20% 27%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% 18% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

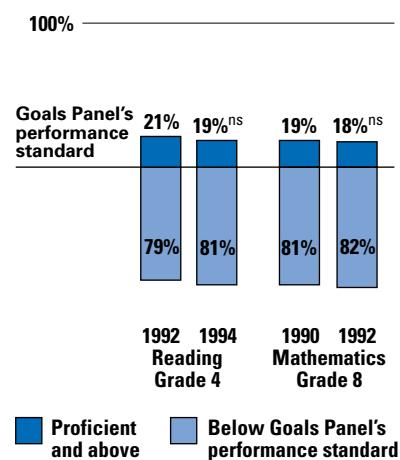
- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 43%
 - work with measuring instruments or geometric solids at least once a week (1992) 8%

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DELAWARE

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

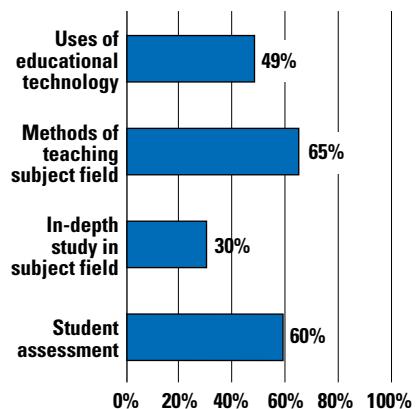
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

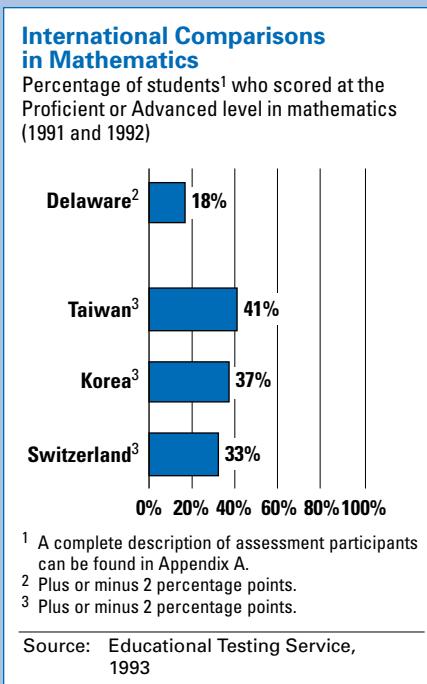
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

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Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 39% 41% ns
- developing reasoning ability to solve unique problems 47% 50% ns
- communicating mathematics ideas 37% 40%

c) who have computers available in their mathematics classroom 13% 18%

d) who use calculators in mathematics class at least once a week 48% 57%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 46% 43%
- minorities (Blacks, Hispanics, American Indians) 38% 34%
- females 40% 39%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 65% 73%
- b) voting 60% 68%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 57% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² — —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

DELAWARE

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 20% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 48% | 65% |
|-----|-----|

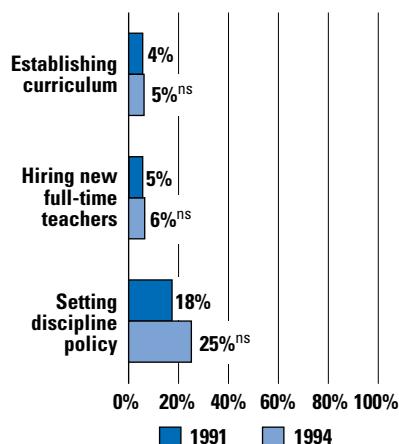
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 29% | 27% ns |
| 17% | 7% ns |
| 4% | 5% ns |
| 5% | 6% ns |
| 18% | 25% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

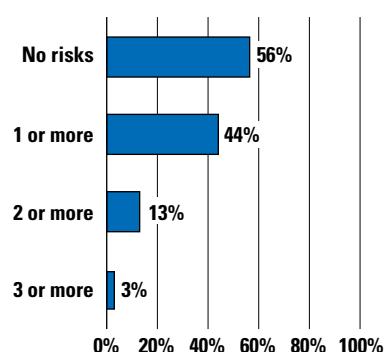
DISTRICT OF COLUMBIA

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

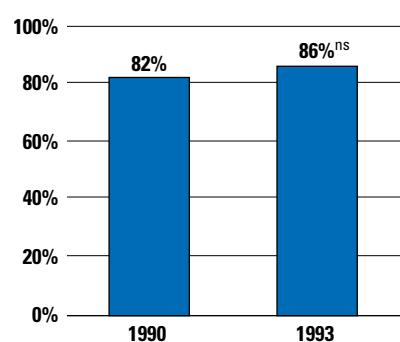


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 151 143
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 562 569
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 48% 44%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 73% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 19 13

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 82% 86% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 12% —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992) 8% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 6% —
 - Grade 8 (1990, 1992) 4% 6% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 29 39
 - Mathematics 27 25
 - Science 34 34
 - Foreign languages 26 25
 - Civics and government 10 9
 - Economics 4 6
 - Fine arts 4 2
 - History 43 33

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 85% 73% ns
 - a teaching certificate in their main teaching assignment 97% 95% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 58%
 - methods of teaching subject field 68%
 - in-depth study in subject field 38%
 - student assessment 52%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 25% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 37% 39% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

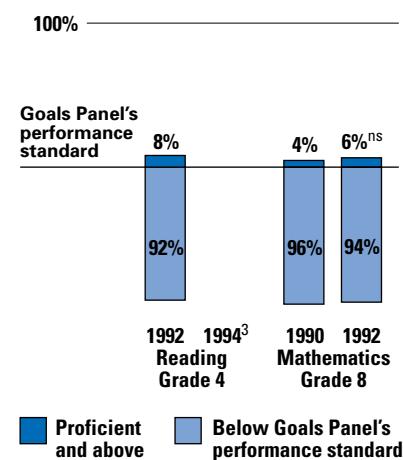
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 82%
 - work with measuring instruments or geometric solids at least once a week (1992) 13%

DISTRICT OF COLUMBIA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

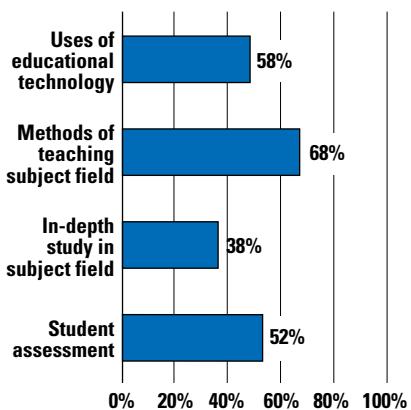
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

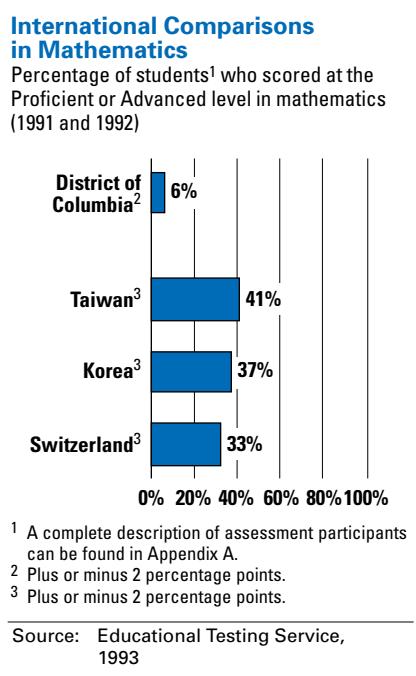
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

DISTRICT OF COLUMBIA

Measuring State Progress Toward the Goals and Objectives



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 46% 54%
 - developing reasoning ability to solve unique problems 65% 71%
 - communicating mathematics ideas 63% 66%
- c) who have computers available in their mathematics classroom 18% 20% ns
- d) who use calculators in mathematics class at least once a week 57% 61% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 49% 51%
 - minorities (Blacks, Hispanics, American Indians) 44% 44%
 - females 46% 48%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 69% 81%
 - b) voting 56% 72%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 33% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol 7% —
 - marijuana 8% —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 16% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

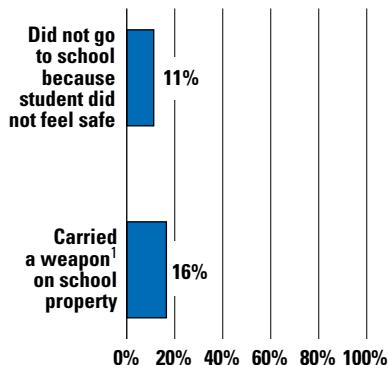
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana (1993)	18%	—
– cocaine	1%	1%
b) Having five or more drinks in a row during the past 30 days	17%	16% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	16%	—
b) Did not go to school because student did not feel safe	11%	—
• Percentage of public high school students who reported 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): ²⁵	11%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993): ²⁶	18%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	26%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): ²⁸	60%	63% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	44%	50% ns
– public school principals	14%	24% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	16%	21% ns
– hiring new full-time teachers	8%	9% ns
– setting discipline policy	19%	24% ns

DISTRICT OF COLUMBIA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

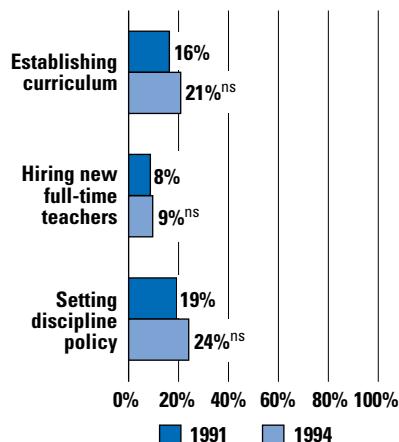


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

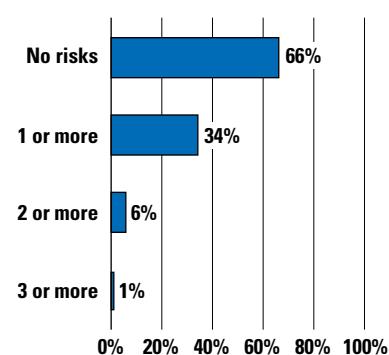
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

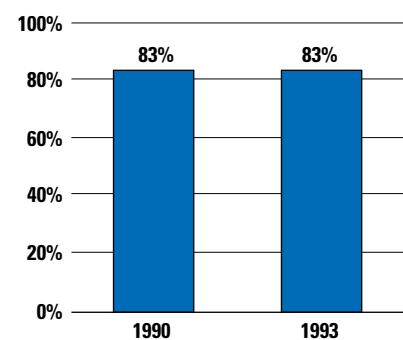


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 74 74
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 724 779
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 37% 34%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 76% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 30 38

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 83% 83%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 18% 19% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 14%
 - Grade 8 (1990, 1992) 15% 18% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 23 29
 - Mathematics 12 13
 - Science 10 12
 - Foreign languages 10 12
 - Civics and government 5 5
 - Economics 2 3
 - Fine arts 4 4
 - History 16 15

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 66% 62% ns
 - a teaching certificate in their main teaching assignment 97% 94% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 64%
 - methods of teaching subject field 68%
 - in-depth study in subject field 31%
 - student assessment 46%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 81% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 42% 48%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% 18% —

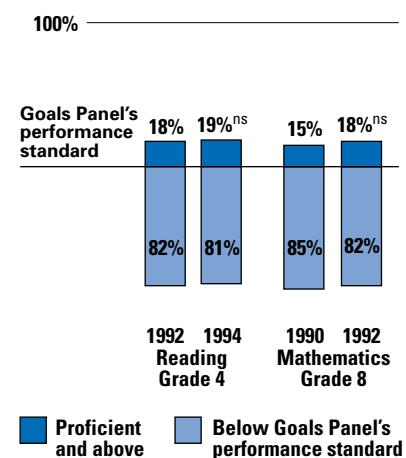
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 48%
 - work with measuring instruments or geometric solids at least once a week (1992) 5%

FLORIDA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

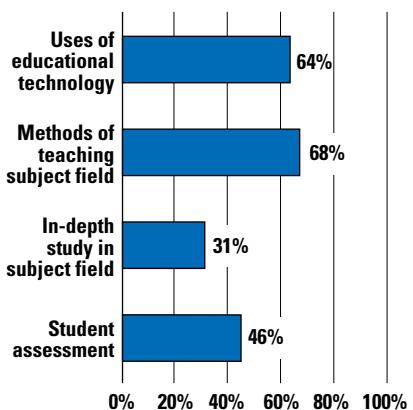
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

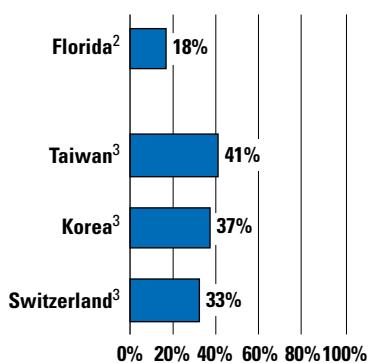
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

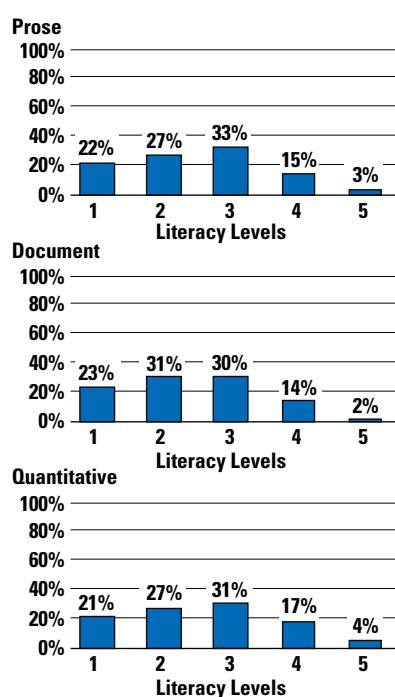
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	42%	47% ns
– developing reasoning ability to solve unique problems	46%	52% ns
– communicating mathematics ideas	43%	52% ns

- c) who have computers available in their mathematics classroom

19% 27% ns

- d) who use calculators in mathematics class at least once a week

31% 50%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	34%	33%
– minorities (Blacks, Hispanics, American Indians)	36%	34%
– females	29%	30%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

51% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	69%	69%
b) voting	59%	62% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

45% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	—	—
– marijuana	—	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

FLORIDA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 21% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 46% | 58% |
|-----|-----|

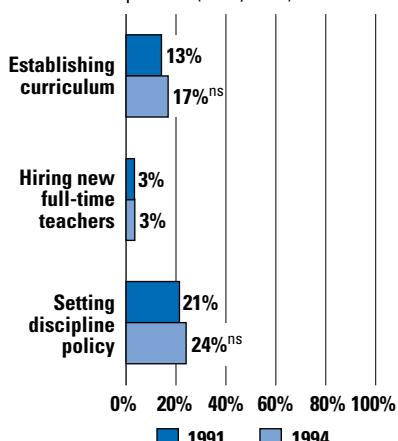
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 33% | 33% |
| 18% | 22% ns |
| 13% | 17% ns |
| 3% | 3% |
| 21% | 24% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

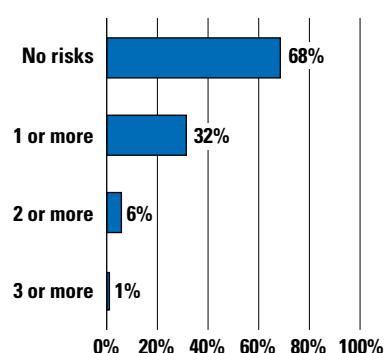
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

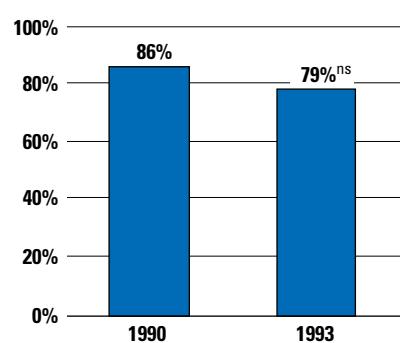


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 87 85
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 731 758
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 35% 32%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 79% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 24 37

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 86% 79%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 22% 22%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 16%
 - Grade 8 (1990, 1992) 17% 16% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 16 22
 - Mathematics 8 11
 - Science 6 11
 - Foreign languages 1 2
 - Civics and government 3 5
 - Economics <1 2
 - Fine arts 1 2
 - History 14 16

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GEORGIA

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 67% 68% ns
 - a teaching certificate in their main teaching assignment 98% 94%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 46%
 - methods of teaching subject field 60%
 - in-depth study in subject field 25%
 - student assessment 37%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 17% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 27% 31% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

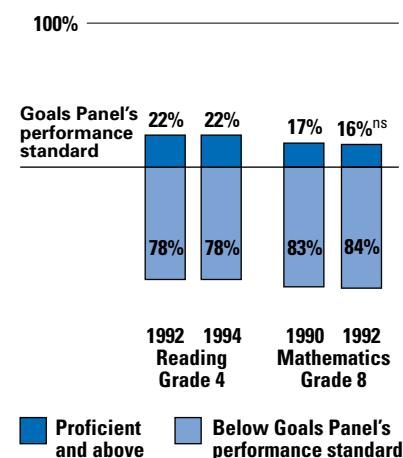
Taiwan=41% Korea=37% Switzerland=33% 16% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 56%
 - work with measuring instruments or geometric solids at least once a week (1992) 8%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

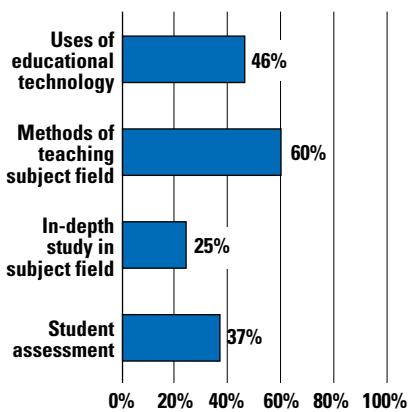
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

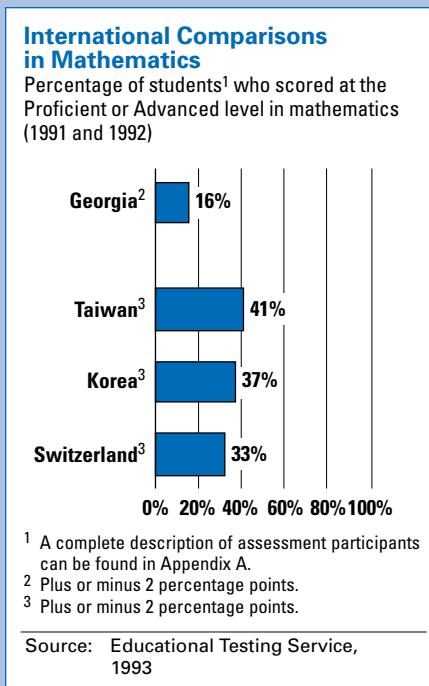
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 47% 44% ns
 - developing reasoning ability to solve unique problems 50% 54% ns
 - communicating mathematics ideas 52% 54% ns
- c) who have computers available in their mathematics classroom 28% 27% ns
- d) who use calculators in mathematics class at least once a week 45% 52% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 38% 37%
 - minorities (Blacks, Hispanics, American Indians) 44% 43%
 - females 33% 33%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 62% 63% ns
 - b) voting 50% 55%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 54% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol 6% —
 - marijuana 3% —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 21% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

GEORGIA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:

– marijuana	9%	14%
– cocaine	1%	2% ns
 - b) Having five or more drinks in a row during the past 30 days
- | | | | |
|----|---|-----|--------|
| b) | Having five or more drinks in a row during the past 30 days | 31% | 25% ns |
|----|---|-----|--------|

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | | | |
|----|---|-----|---|
| a) | Carried a weapon such as a gun, knife, or club on school property | 15% | — |
| b) | Did not go to school because student did not feel safe | 7% | — |
| | | 9% | — |
| | | 16% | — |
| | | 15% | — |

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | | |
|--|-----|-----|
| | 37% | 46% |
|--|-----|-----|

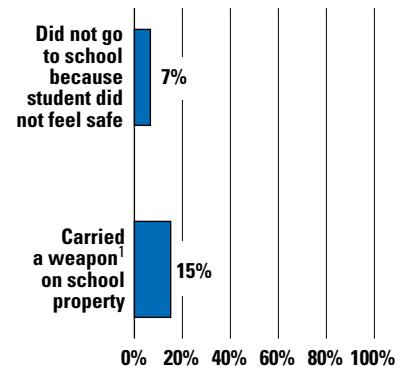
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy
- | | | |
|--------------------------|-----|--------|
| public school teachers | 30% | 33% ns |
| public school principals | 16% | 16% |
| | 5% | 7% ns |
| * | * | 1% |
| | 6% | 11% ns |

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

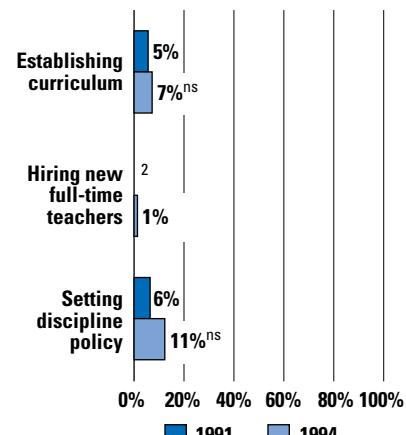


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

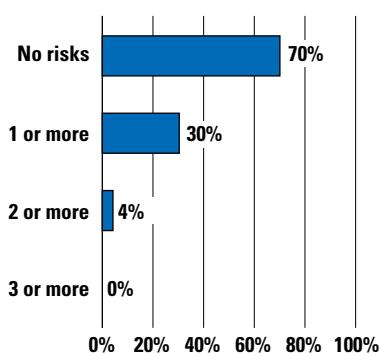
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

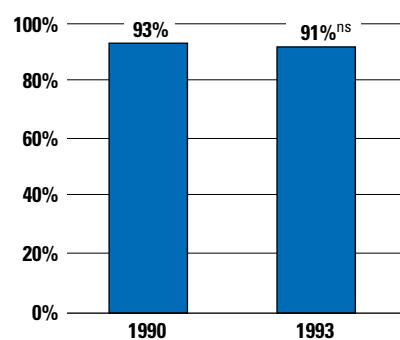


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 71 72
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 735 736
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 30% 30%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 86% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 16 21

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 93% 91% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 15% 16% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 15%
 - Grade 8 (1990, 1992) 14% 16% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 22 22
 - Mathematics 19 21
 - Science 16 24
 - Foreign languages 2 2
 - Civics and government 3 3
 - Economics 5 3
 - Fine arts 1 1
 - History 18 16

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

HAWAII

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 62% 67% ns
 - a teaching certificate in their main teaching assignment 93% 89% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 57%
 - methods of teaching subject field 68%
 - in-depth study in subject field 39%
 - student assessment 54%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 41% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 34% 33% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

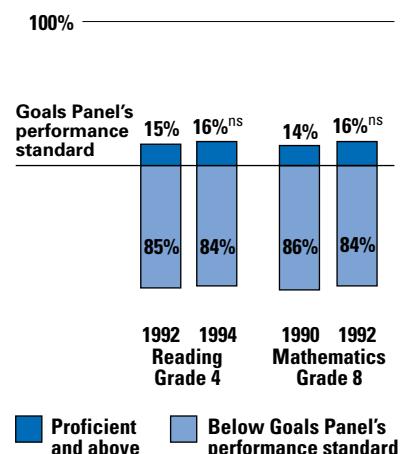
Taiwan=41% Korea=37% Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 34%
 - work with measuring instruments or geometric solids at least once a week (1992) 11%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

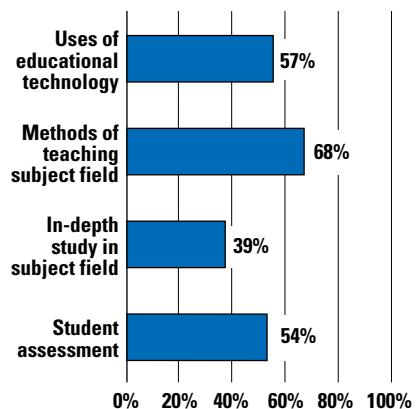
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

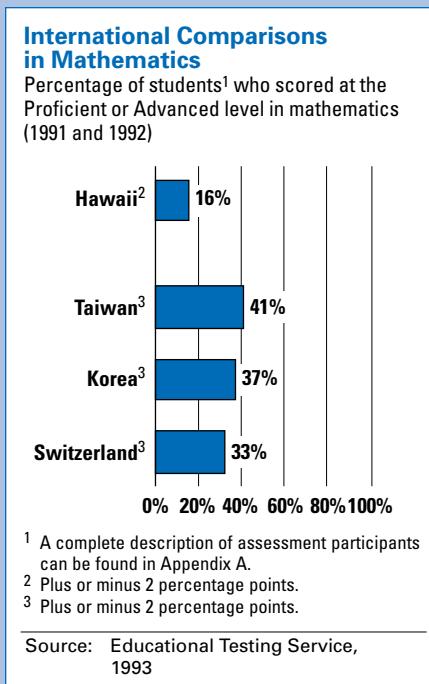
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 29% 31% ns
- developing reasoning ability to solve unique problems 42% 35%
- communicating mathematics ideas 34% 36% ns

c) who have computers available in their mathematics classroom

10% 11% ns

d) who use calculators in mathematics class at least once a week

18% 42%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 40% 37%
- minorities (Blacks, Hispanics, American Indians) 47% 35%
- females 37% 35%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 66% 65% ns
- b) voting 59% 59%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 54% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol 6% —
- marijuana 8% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 26% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

HAWAII

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1993):²³

a) Using the following at least once during the past 30 days:

– marijuana	17%	—
– cocaine	3%	—

b) Having five or more drinks in a row during the past 30 days

23%	—
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Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴

a) Carried a weapon such as a gun, knife, or club on school property

8%	—
----	---

b) Did not go to school because student did not feel safe

7%	—
----	---

- Percentage of public high school students who reported 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):²⁵

7%	—
----	---

- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶

14%	—
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Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸

49%	62%
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GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹

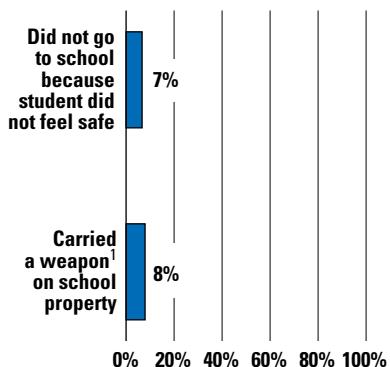
– public school teachers	32%	31% ns
– public school principals	18%	13% ns

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰

– establishing curriculum	17%	10% ns
– hiring new full-time teachers	10%	6% ns
– setting discipline policy	31%	29% ns

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

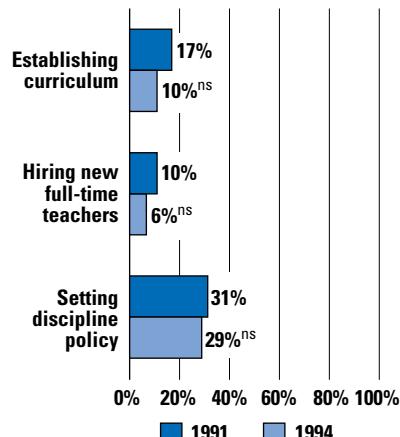


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

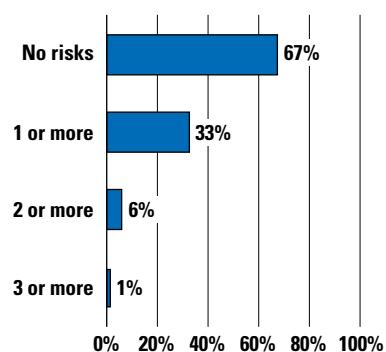
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

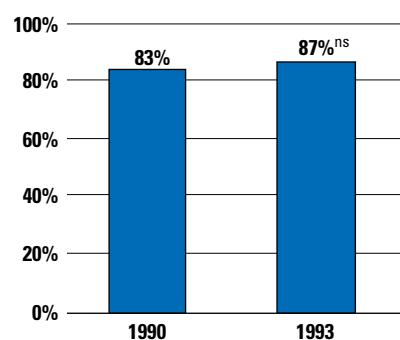


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

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

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 57 55
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 742 766
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 35% 33%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 64% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 56 56

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 83% 87% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 24% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 16% —
 - Grade 8 (1990, 1992) 23% 27% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 11 10
 - Mathematics 6 6
 - Science 5 6
 - Foreign languages <1 1
 - Civics and government 2 3
 - Economics <1 1
 - Fine arts <1 1
 - History 4 6

— Data not available.

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

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 62% 56% ns
 - a teaching certificate in their main teaching assignment 98% 96% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 42%
 - methods of teaching subject field 61%
 - in-depth study in subject field 28%
 - student assessment 41%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 26% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 19% 27%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

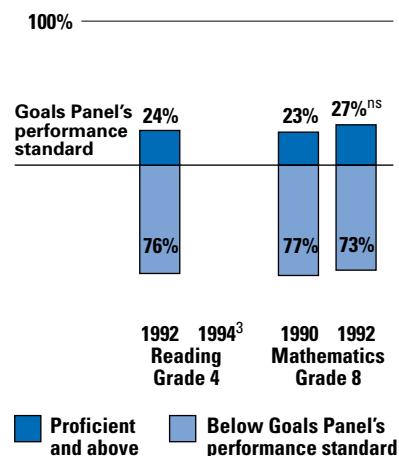
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Baseline	Most Recent Update
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Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

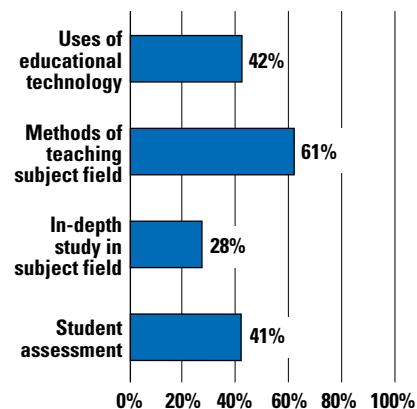
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

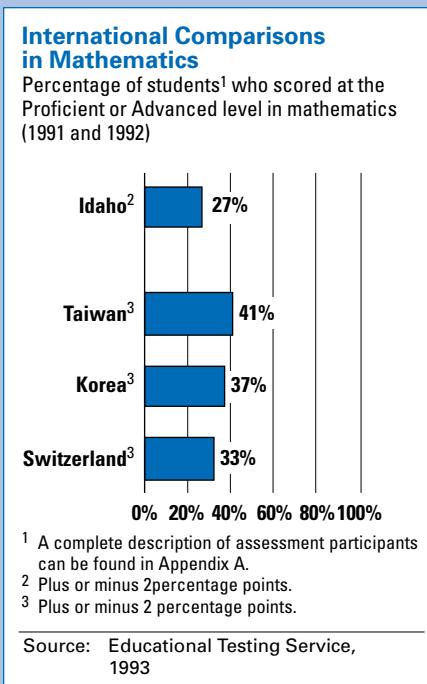
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

IDAHO



Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 56% 54% ns
- developing reasoning ability to solve unique problems 39% 50%
- communicating mathematics ideas 41% 39% ns

c) who have computers available in their mathematics classroom 11% 15% ns

d) who use calculators in mathematics class at least once a week 47% 73%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 34% 35%
- minorities (Blacks, Hispanics, American Indians) 43% 36%
- females 29% 30%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 72% 74% ns
- b) voting 66% 69% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 49% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol 8% —
- marijuana 5% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² 24% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

IDAHO

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1991, 1993):²³
 - a) Using the following at least once during the past 30 days:

– marijuana	10%	13% ns
– cocaine	2%	3% ns
 - b) Having five or more drinks in a row during the past 30 days
- | | |
|-----|--------|
| 30% | 31% ns |
|-----|--------|

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷
- | | |
|-----|---|
| 14% | — |
| 5% | — |
| 8% | — |
| 17% | — |
| 11% | — |

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | |
|-----|-----|
| 32% | 46% |
|-----|-----|

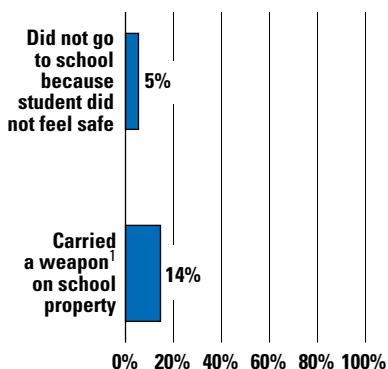
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy
- | | |
|-----|--------|
| 16% | 19% ns |
| 7% | 9% ns |
| 6% | 10% ns |
| * | 4% |
| 8% | 15% |

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

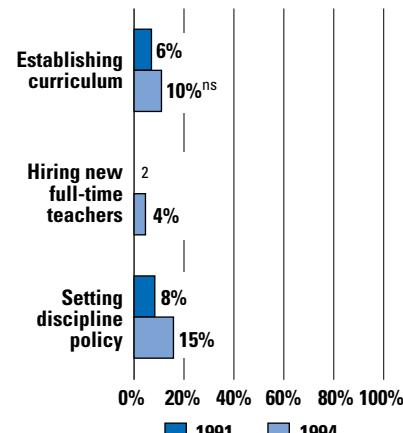


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

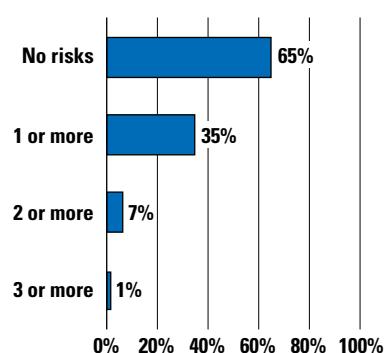
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

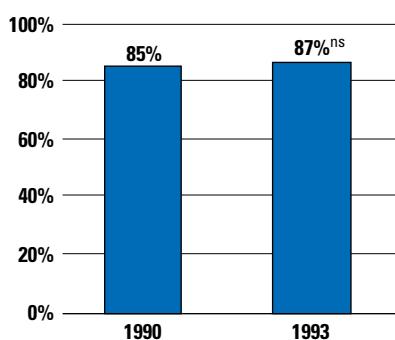


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 76 77
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 778 782
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 35% 35%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 68% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 53 48

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 85% 87% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	14	19
Mathematics	12	16
Science	12	17
Foreign languages	5	6
Civics and government	3	4
Economics	2	4
Fine arts	1	1
History	12	14

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

ILLINOIS

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 69% 72% ns
 - a teaching certificate in their main teaching assignment 96% 96%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²

— uses of educational technology	42%	—
— methods of teaching subject field	52%	—
— in-depth study in subject field	22%	—
— student assessment	56%	—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 19% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 18% 20% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

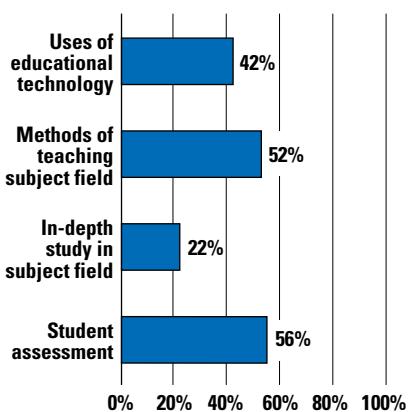
Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week — —
 - work with measuring instruments or geometric solids at least once a week — —

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Baseline

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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas

- c) who have computers available in their mathematics classroom

- d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	39%	38%
– minorities (Blacks, Hispanics, American Indians)	36%	36%
– females	35%	33%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

52% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	73%	77%
b) voting	64%	69%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

63% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

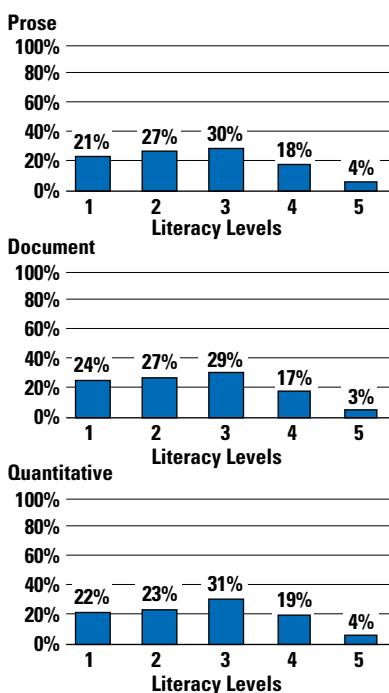
– alcohol	5%	—
– marijuana	4%	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

19% —

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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See 1995 Goals Report for additional information.

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Measuring State Progress Toward the Goals and Objectives

ILLINOIS

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1993):²³

a) Using the following at least once during the past 30 days:

– marijuana	14%	—
– cocaine	2%	—

b) Having five or more drinks in a row during the past 30 days

28%	—
-----	---

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴

a) Carried a weapon such as a gun, knife, or club on school property

10%	—
-----	---

b) Did not go to school because student did not feel safe

7%	—
----	---

- Percentage of public high school students who reported 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):²⁵

8%	—
----	---

- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶

18%	—
-----	---

- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷

12%	—
-----	---

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸

40%	49%
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GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹

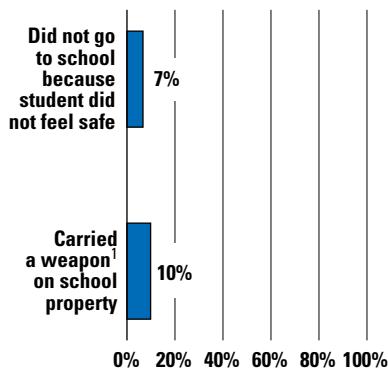
– public school teachers 27% 25% ns
– public school principals 15% 14% ns

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰

– establishing curriculum 8% 9% ns
– hiring new full-time teachers 3% 3%
– setting discipline policy 13% 16% ns

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

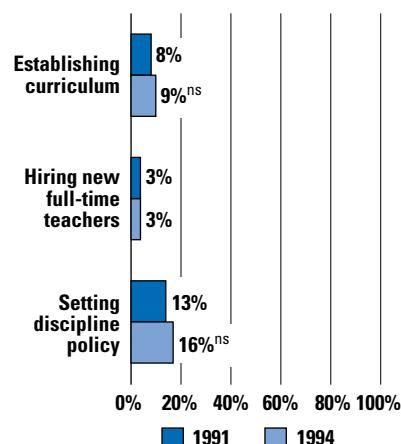


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

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GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 66 67
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 779 783
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 74% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 30 42

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 89% 88% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 27% 27%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 16%
 - Grade 8 (1990, 1992) 21% 24% ns

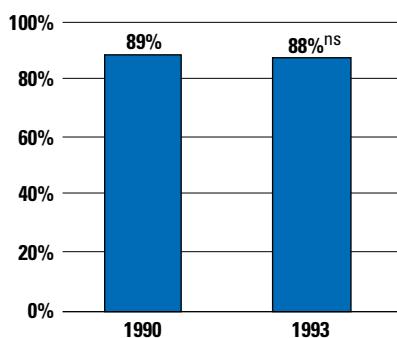
Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

— English	5	12
— Mathematics	6	10
— Science	5	9
— Foreign languages	1	1
— Civics and government	1	1
— Economics	1	1
— Fine arts	<1	<1
— History	3	3

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment
- | | |
|-----|--------|
| 73% | 70% ns |
| 99% | 98% ns |

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment
- | | |
|-----|---|
| 52% | — |
| 56% | — |
| 22% | — |
| 37% | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³
- | | |
|----|---|
| 6% | — |
|----|---|

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴
- | | |
|-----|-----|
| 14% | 22% |
|-----|-----|

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵
- Taiwan=41% Korea=37% Switzerland=33%
- | | |
|-----|---|
| 24% | — |
|-----|---|

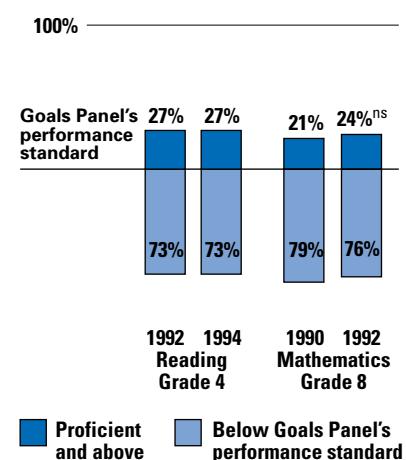
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week (1992)
- | | |
|-----|--------|
| 39% | 38% ns |
| 5% | — |

INDIANA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

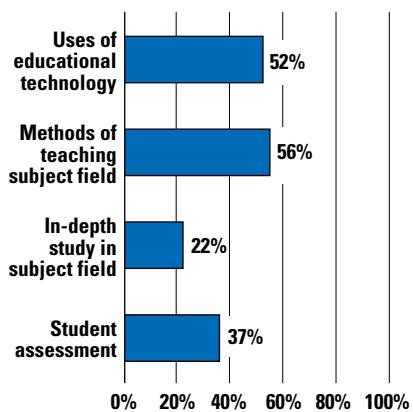
² Interpret with caution. Data are undergoing revision. See Appendix A.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

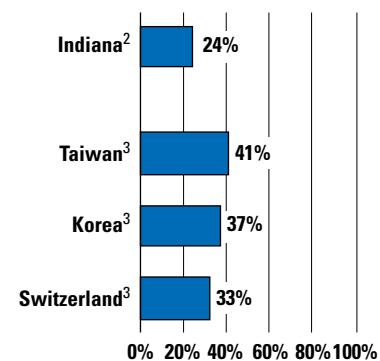
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

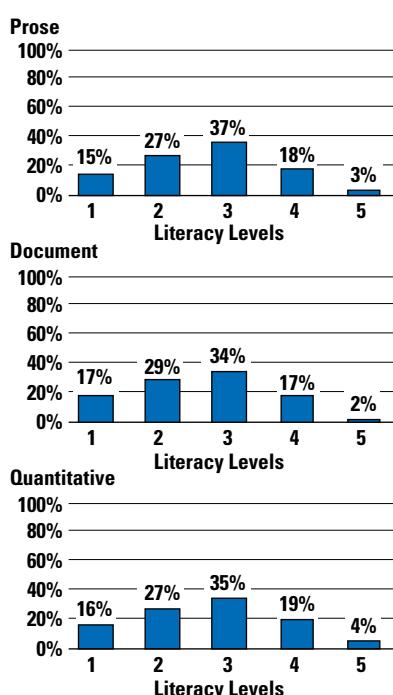
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 45%
- developing reasoning ability to solve unique problems 35%
- communicating mathematics ideas 35%

c) who have computers available in their mathematics classroom

14% 15% ns

d) who use calculators in mathematics class at least once a week

25% 39%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 40%
- minorities (Blacks, Hispanics, American Indians) 39%
- females 34%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

58% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 69% 68% ns
- b) voting 61% 63% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

51% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol — —
- marijuana — —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

INDIANA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | | |
|--|-----|---|
| | 16% | — |
|--|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | | |
|-----|-----|--|
| 38% | 45% | |
|-----|-----|--|

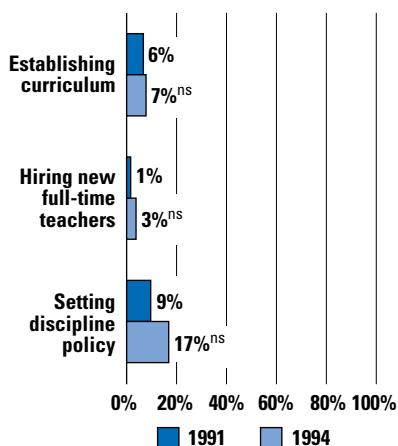
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|-----|--------|--|
| 27% | 25% ns | |
| 19% | 9% | |
| 6% | 7% ns | |
| 1% | 3% ns | |
| 9% | 17% ns | |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

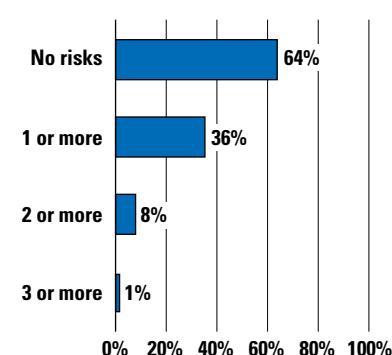
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

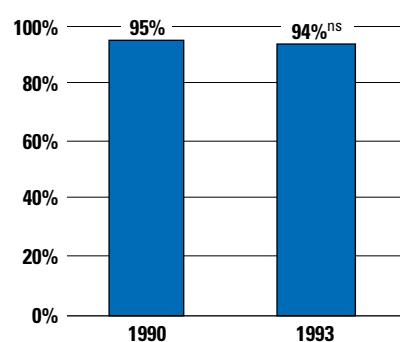


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 54 57
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 848 862
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 39% 36%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 81% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 45 48

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 95% 94% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 32% 29% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 27%
 - Grade 8 (1990, 1992) 30% 37%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 8 11
 - Mathematics 3 5
 - Science 2 3
 - Foreign languages <1 1
 - Civics and government 1 2
 - Economics 1 2
 - Fine arts <1 <1
 - History 3 4

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 71% 70% ns
 - a teaching certificate in their main teaching assignment 99% 98% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 57%
 - methods of teaching subject field 58%
 - in-depth study in subject field 27%
 - student assessment 56%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 15% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 11% 13% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Goals Panel's performance standard	32%	29% ^{ns}	30%	37%
	68%	71%	70%	63%

1992 1994 1990 1992
Reading Grade 4 Mathematics Grade 8

Proficient and above Below Goals Panel's performance standard

¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

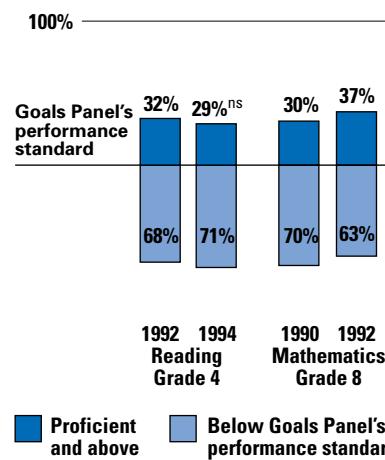
^{ns} Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

IOWA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

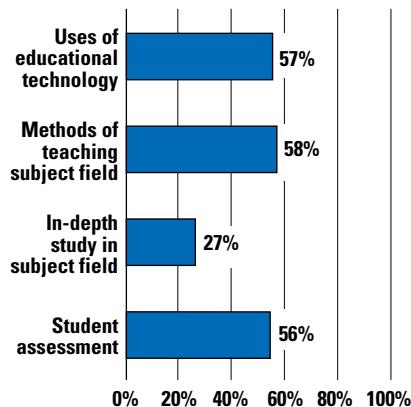
² Interpret with caution. Data are undergoing revision. See Appendix A.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

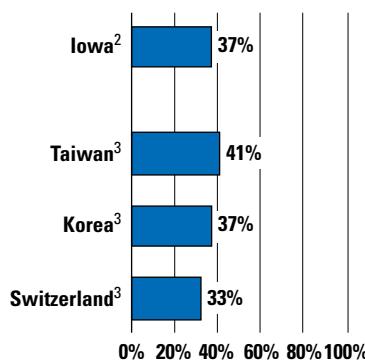
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

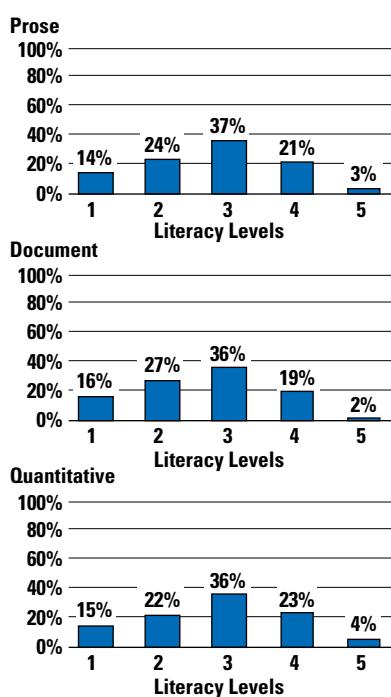
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 49% 55% ns
- developing reasoning ability to solve unique problems 38% 47% ns
- communicating mathematics ideas 28% 39%

c) who have computers available in their mathematics classroom 23% 20% ns

d) who use calculators in mathematics class at least once a week 56% 68% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 33% 35%
- minorities (Blacks, Hispanics, American Indians) 32% 40%
- females 28% 30%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

61% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 73% 79%
- b) voting 64% 72%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

64% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² — —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

IOWA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 11% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 31% | 48% |
|-----|-----|

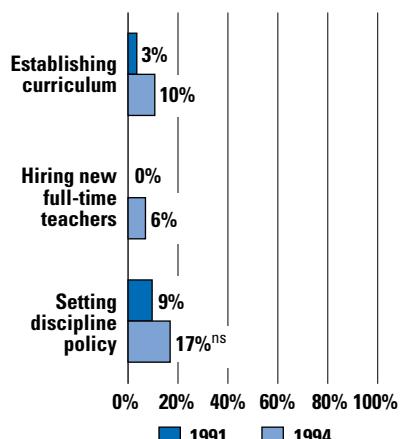
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|-----|--------|--------|
| 15% | 18% ns | 10% |
| 8% | 7% ns | 17% ns |
| 3% | 10% | |
| 0% | 6% | |
| 9% | 17% ns | |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not available.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

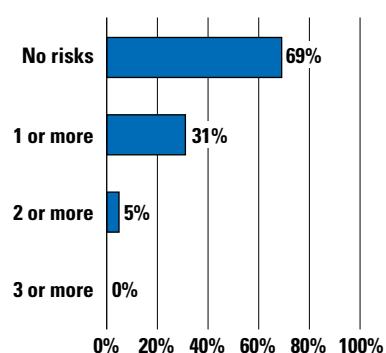
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

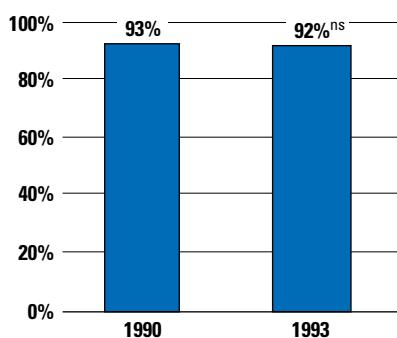


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 62 64
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 807 836
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 32% 31%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 82% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 33 48

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 93% 92% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991 (%)	1995 (%)
English	8	10
Mathematics	4	5
Science	2	3
Foreign languages	1	1
Civics and government	2	3
Economics	<1	<1
Fine arts	<1	<1
History	4	4

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

KANSAS

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 62% 60% ns
 - a teaching certificate in their main teaching assignment 99% 99%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 58%
 - methods of teaching subject field 63%
 - in-depth study in subject field 28%
 - student assessment 54%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 16% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 17% 19% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

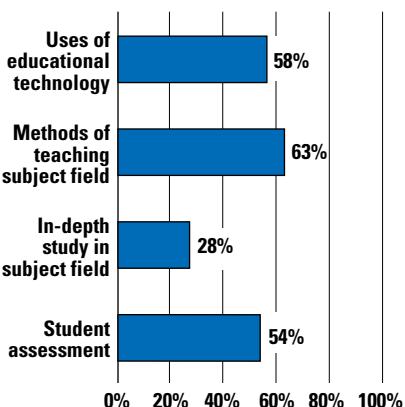
Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week — —
 - work with measuring instruments or geometric solids at least once a week — —

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions
 - developing reasoning ability to solve unique problems
 - communicating mathematics ideas
- c) who have computers available in their mathematics classroom
- d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 36% 37%
 - minorities (Blacks, Hispanics, American Indians) 35% 36%
 - females 32% 33%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 69% 78%
 - b) voting 62% 73%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 58%

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

KANSAS

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 12% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|--------|
| 35% | 42% ns |
|-----|--------|

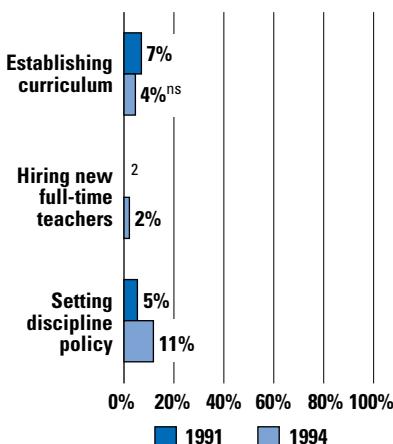
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy
- | | |
|-----|--------|
| 17% | 18% ns |
| 10% | 8% ns |
| 7% | 4% ns |
| * | 2% |
| 5% | 11% |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

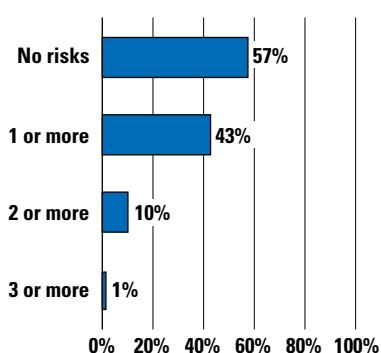
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

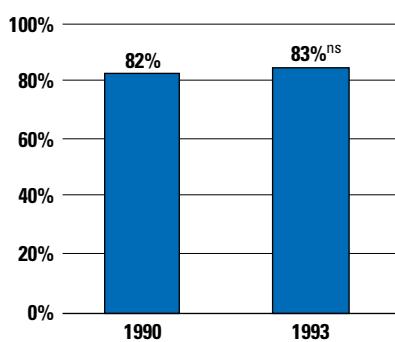


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 71 68
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 777 801
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 45% 43%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 80% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 68 82

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 82% 83% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 19% 22% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 13%
 - Grade 8 (1990, 1992) 14% 17% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 10 14
 - Mathematics 5 6
 - Science 4 6
 - Foreign languages 1 2
 - Civics and government 1 1
 - Economics <1 <1
 - Fine arts <1 1
 - History 8 9

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 65% 53%
 - a teaching certificate in their main teaching assignment 95% 94% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 75%
 - methods of teaching subject field 76%
 - in-depth study in subject field 37%
 - student assessment 88%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 7% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 24% 34%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Baseline	Most Recent Update
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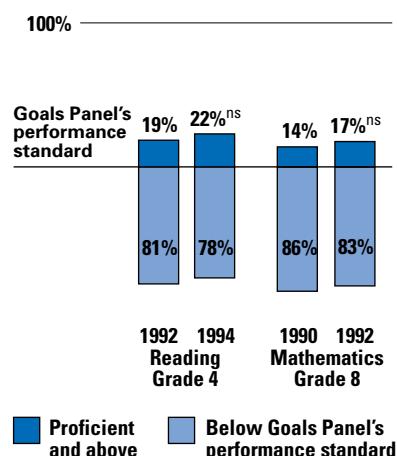
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 42%
 - work with measuring instruments or geometric solids at least once a week (1992) 6%

KENTUCKY

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

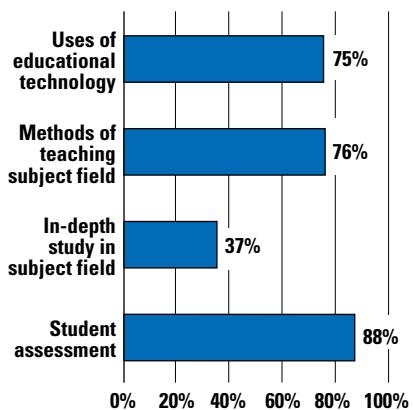
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

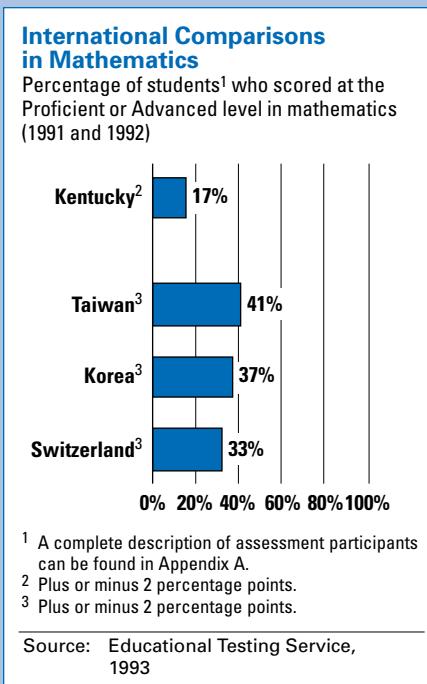
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	46%	50%	ns
– developing reasoning ability to solve unique problems	44%	53%	ns
– communicating mathematics ideas	44%	45%	ns

- c) who have computers available in their mathematics classroom

15% 13% ns

- d) who use calculators in mathematics class at least once a week

31% 73%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	36%	38%	
– minorities (Blacks, Hispanics, American Indians)	33%	35%	
– females	31%	34%	

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	63%	65%	ns
b) voting	50%	58%	

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

50% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— —
— —
— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

KENTUCKY

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 15% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|--------|
| 39% | 48% ns |
|-----|--------|

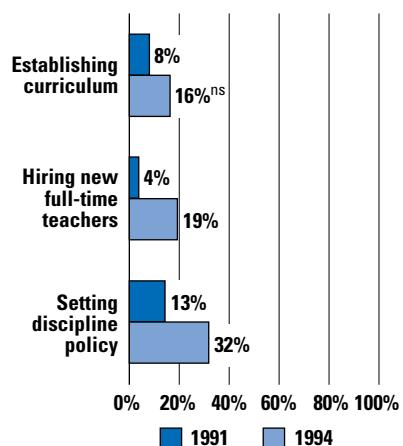
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 32% | 35% ns |
| 15% | 18% ns |
| 8% | 16% ns |
| 4% | 19% |
| 13% | 32% |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

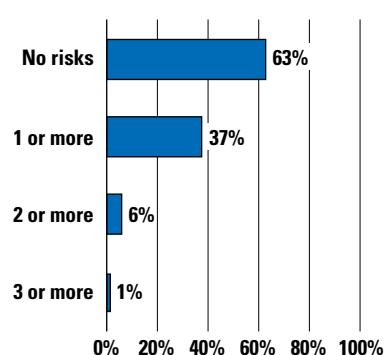
LOUISIANA

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

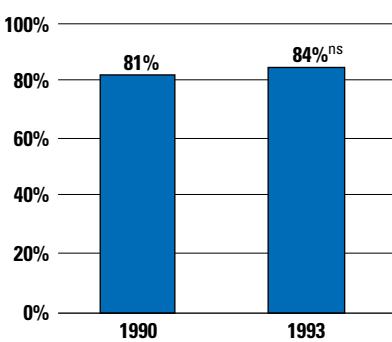


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 92 94
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 745 763
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 39% 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 71% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 32 45

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 81% 84% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 13% 12% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 8% —
 - Grade 8 (1990, 1992) 8% 10% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 7 7
 - Mathematics 3 3
 - Science 2 3
 - Foreign languages 1 1
 - Civics and government 1 1
 - Economics <1 <1
 - Fine arts <1 1
 - History 4 4

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 51% 50% ns
 - a teaching certificate in their main teaching assignment 96% 91%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 41%
 - methods of teaching subject field 68%
 - in-depth study in subject field 29%
 - student assessment 47%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 17% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 23% 24% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

10%

—

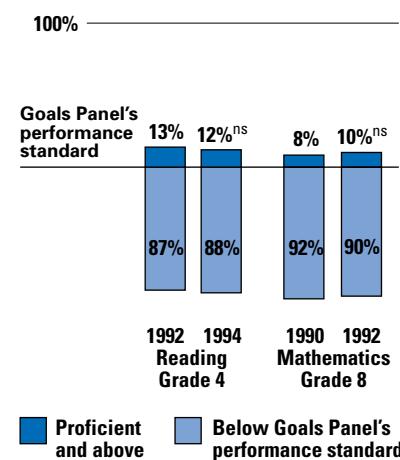
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 45%
 - work with measuring instruments or geometric solids at least once a week (1992) 3%

LOUISIANA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

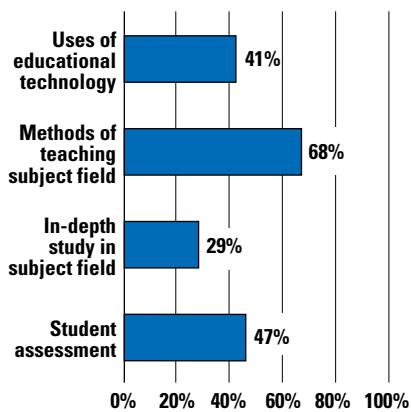
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

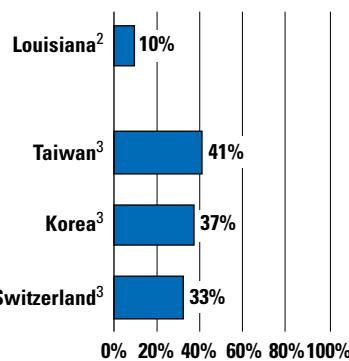
LOUISIANA

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

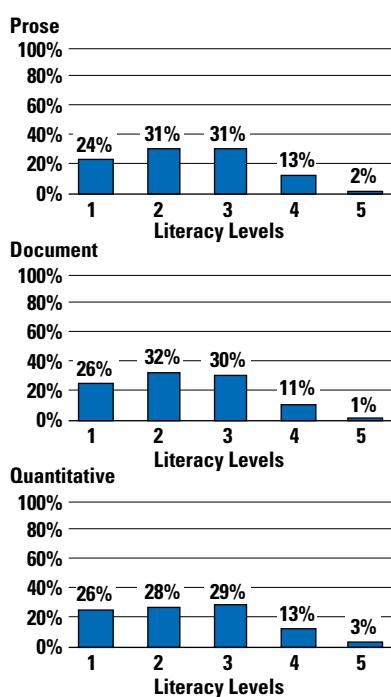
² Plus or minus 2 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 59% 72%
- developing reasoning ability to solve unique problems 38% 47% ns
- communicating mathematics ideas 40% 48% ns

c) who have computers available in their mathematics classroom 11% 12% ns

d) who use calculators in mathematics class at least once a week 19% 38%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 37% 39%
- minorities (Blacks, Hispanics, American Indians) 41% 41%
- females 34% 36%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

46% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 76% 79% ns
- b) voting 66% 70% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

55% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol 8% —
- marijuana 5% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

22% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

LOUISIANA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
- Percentage of public high school students who reported 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):²⁵
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸

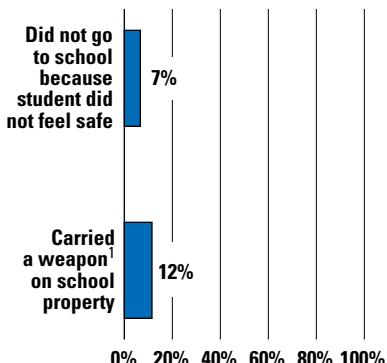
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

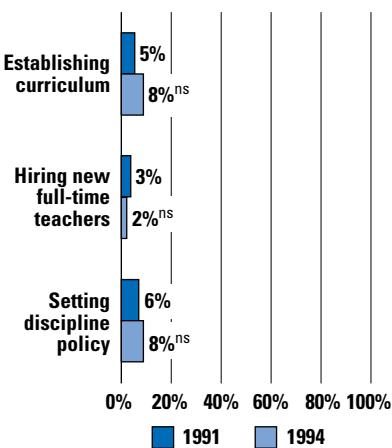


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

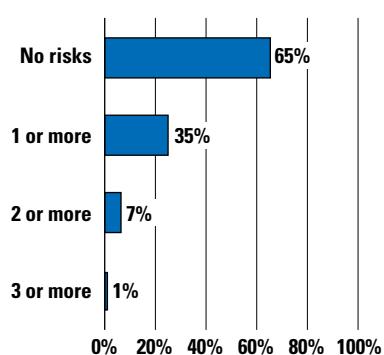
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

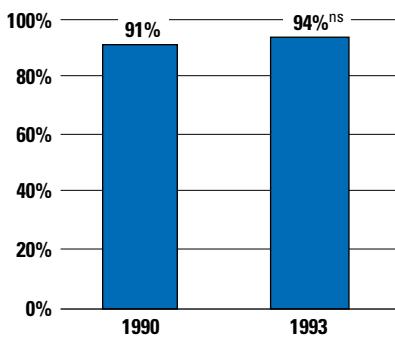


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 51 50
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 850 873
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 35% 35%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 82% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 54 56

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 91% 94% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 31% 35% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 28%
 - Grade 8 (1992) 31%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 15 23
 - Mathematics 5 8
 - Science 6 10
 - Foreign languages 2 2
 - Civics and government 1 2
 - Economics 1 2
 - Fine arts 1 1
 - History 7 11

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 64% 59% ns
 - a teaching certificate in their main teaching assignment 97% 95% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 38%
 - methods of teaching subject field 59%
 - in-depth study in subject field 27%
 - student assessment 50%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 10% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 16% 21% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

31% —

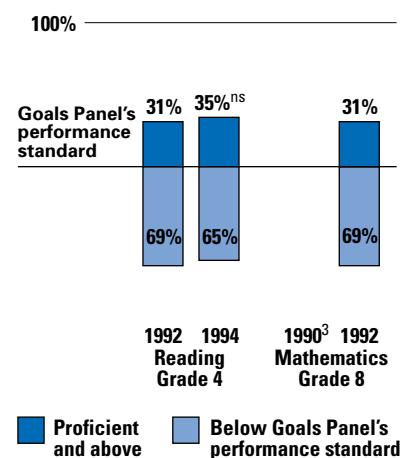
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 69%
 - work with measuring instruments or geometric solids at least once a week 13%

MAINE

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

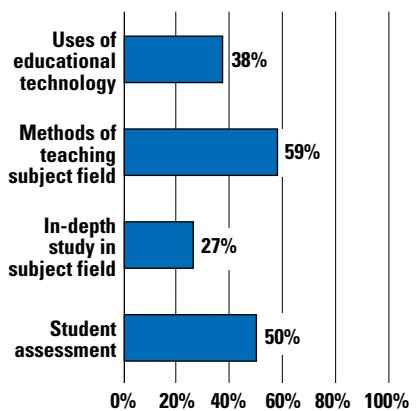
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

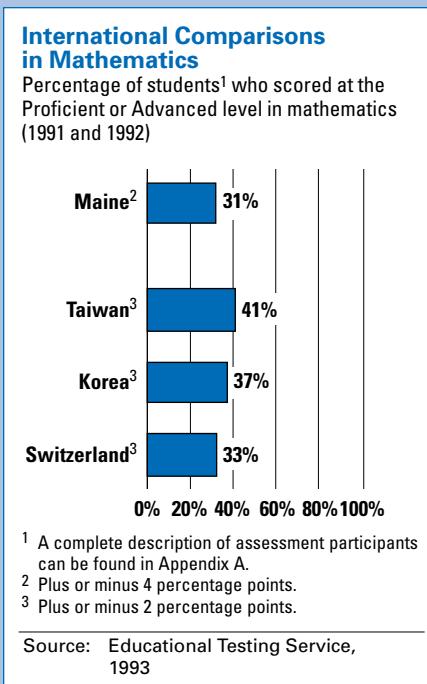
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	46%	—
– developing reasoning ability to solve unique problems	50%	—
– communicating mathematics ideas	34%	—

- c) who have computers available in their mathematics classroom

19% —

- d) who use calculators in mathematics class at least once a week

79% —

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	49%	49%
– minorities (Blacks, Hispanics, American Indians)	64%	46%
– females	45%	44%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	82%	86%
b) voting	67%	75%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

48% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— —

— —

— —

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

MAINE

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|----|---|
| 9% | — |
|----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 23% | 40% |
|-----|-----|

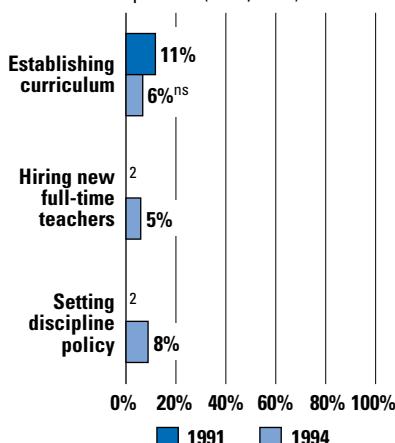
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy (1994)
- | | |
|-----|--------|
| 21% | 17% ns |
| 10% | 5% ns |
| 11% | 6% ns |
| * | 5% |
| * | 8% |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

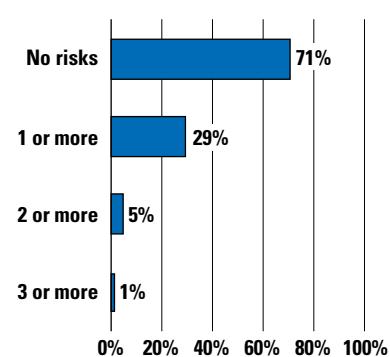
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

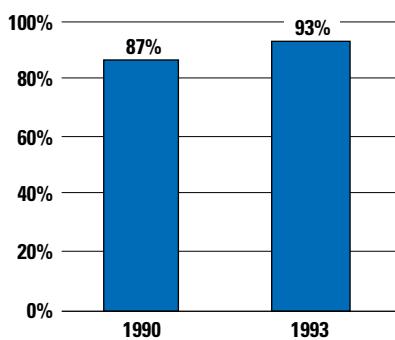


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 78 83
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 835 850
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 31% 29%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 79% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 34 38

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 87% 93%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 21% 22% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 19%
 - Grade 8 (1990, 1992) 20% 24% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 22 29
 - Mathematics 15 19
 - Science 15 21
 - Foreign languages 8 9
 - Civics and government 4 5
 - Economics 1 2
 - Fine arts 2 2
 - History 22 25

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment
- | | |
|-----|--------|
| 70% | 72% ns |
| 96% | 95% ns |

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment
- | | |
|-----|---|
| 49% | — |
| 65% | — |
| 24% | — |
| 56% | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³
- | | |
|-----|---|
| 16% | — |
|-----|---|

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴
- | | |
|-----|--------|
| 32% | 28% ns |
|-----|--------|

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵
- Taiwan=41% Korea=37% Switzerland=33%
- | | |
|-----|---|
| 24% | — |
|-----|---|

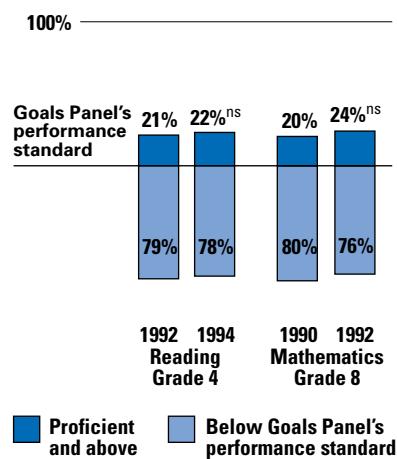
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week (1992)
- | | |
|-----|--------|
| 56% | 57% ns |
| 6% | — |

MARYLAND

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

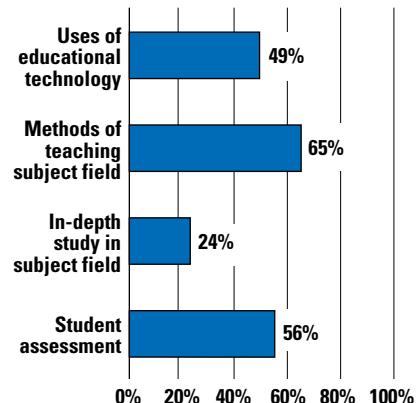
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

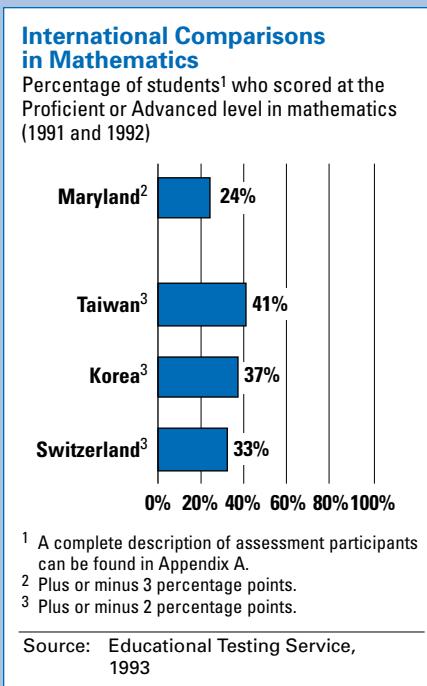
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 51%
 - developing reasoning ability to solve unique problems 53%
 - communicating mathematics ideas 48%
- c) who have computers available in their mathematics classroom 16% 19%
- d) who use calculators in mathematics class at least once a week 37% 61%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 43% 44%
 - minorities (Blacks, Hispanics, American Indians) 40% 39%
 - females 38% 39%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 67% 76%
 - b) voting 57% 70%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 55% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² — —

[—] Data not available.^{ns} Interpret with caution. Change was not statistically significant.^{*} Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

MARYLAND

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | | |
|--|-----|---|
| | 23% | — |
|--|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | | |
|-----|-----|--|
| 47% | 62% | |
|-----|-----|--|

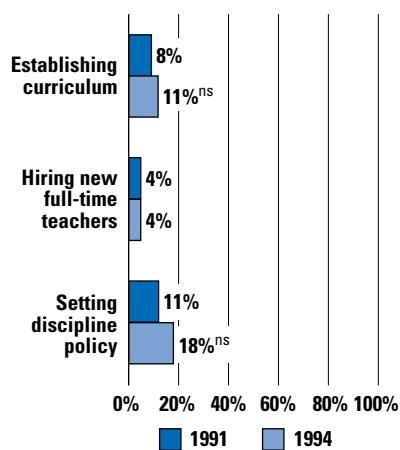
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|-----|--------|--|
| 28% | 29% ns | |
| 11% | 14% ns | |
| 8% | 11% ns | |
| 4% | 4% | |
| 11% | 18% ns | |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

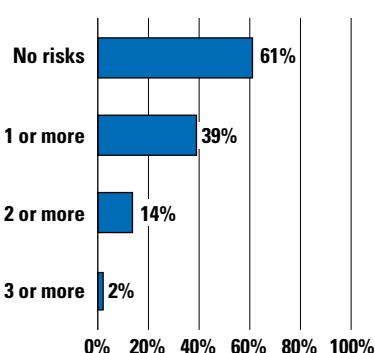
MASSACHUSETTS

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

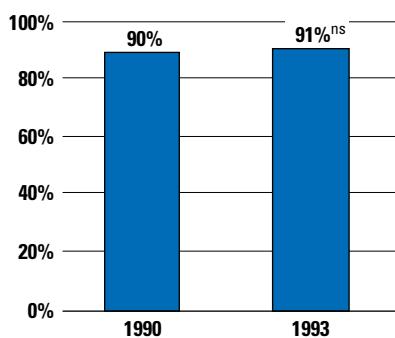


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 59 60
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 843 872
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 42% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 82% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 50 55

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 90% 91% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 3% —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 32% 31% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 24%
 - Grade 8 (1992) 28%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 21 28
 - Mathematics 16 20
 - Science 14 22
 - Foreign languages 9 12
 - Civics and government 1 2
 - Economics 2 2
 - Fine arts 2 3
 - History 17 22

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

MASSACHUSETTS

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 69% 72% ns
 - a teaching certificate in their main teaching assignment 97% 94%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 43%
 - methods of teaching subject field 63%
 - in-depth study in subject field 31%
 - student assessment 45%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 18% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 14% 13% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

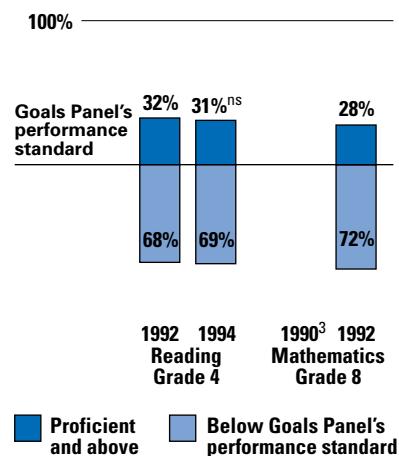
Taiwan=41% Korea=37% Switzerland=33% 28% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 44%
 - work with measuring instruments or geometric solids at least once a week 7%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

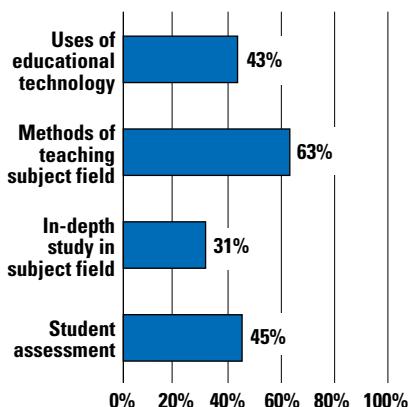
³ Data not available.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

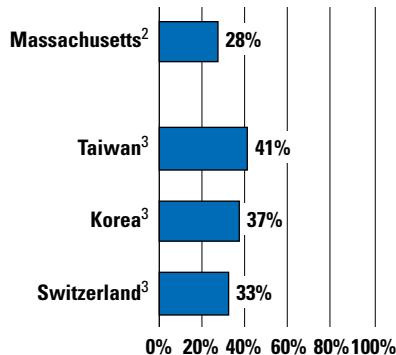
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	47%	—
– developing reasoning ability to solve unique problems	48%	—
– communicating mathematics ideas	44%	—

- c) who have computers available in their mathematics classroom

19% —

- d) who use calculators in mathematics class at least once a week

35% —

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	46%	44%
– minorities (Blacks, Hispanics, American Indians)	51%	49%
– females	43%	41%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	74%	77%
b) voting	67%	70%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 60%

—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	5%	—
– marijuana	7%	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 31%

—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:

– marijuana	17%	20%	ns
– cocaine	2%	3%	ns
 - b) Having five or more drinks in a row during the past 30 days
- | | |
|-----|-----|
| 38% | 28% |
|-----|-----|

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷
- | | |
|-----|---|
| 10% | — |
| 5% | — |
| 9% | — |
| 15% | — |
| 14% | — |

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | |
|-----|-----|
| 40% | 49% |
|-----|-----|

GOAL 8: Parental Participation

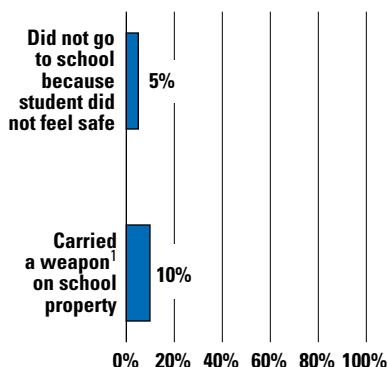
Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy
- | | | |
|-----|-----|----|
| 18% | 22% | ns |
| 9% | 5% | ns |
| 5% | 8% | ns |
| * | 8% | |
| 13% | 24% | |

MASSACHUSETTS

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

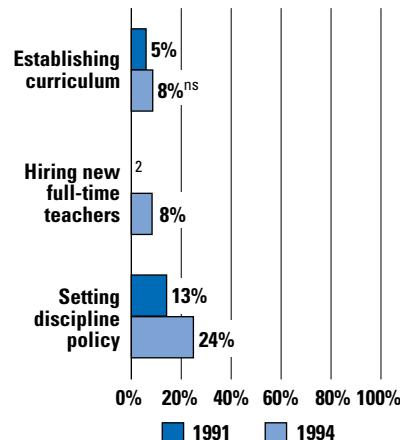


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

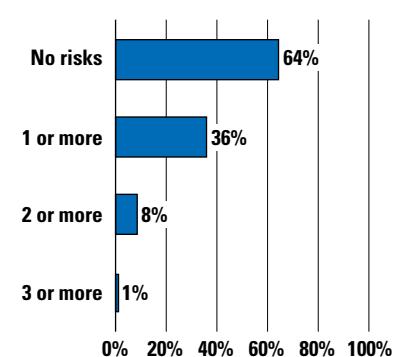
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

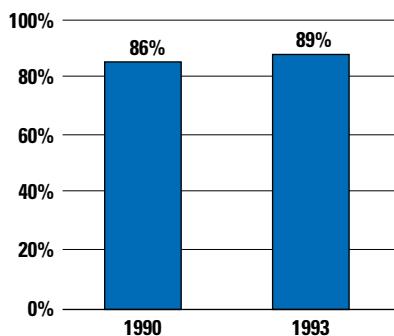


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 76 75
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 794 808
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 38% 36%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 61% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 34 39

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 86% 89%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992) 23% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 19% —
 - Grade 8 (1990, 1992) 20% 23% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 14 18
 - Mathematics 9 11
 - Science 7 12
 - Foreign languages 2 3
 - Civics and government 2 3
 - Economics <1 1
 - Fine arts 1 1
 - History 7 8

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 70% 67% ns
 - a teaching certificate in their main teaching assignment 98% 99% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 44%
 - methods of teaching subject field 62%
 - in-depth study in subject field 26%
 - student assessment 53%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 14% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 23% 27% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Goals Panel's performance standard	23%	20%	23% ^{ns}
Below Goals Panel's performance standard	77%	80%	77%

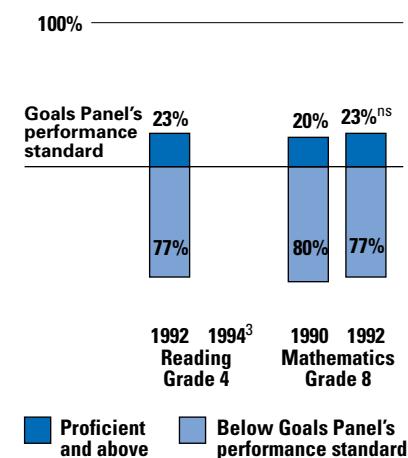
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 44% 56%
 - work with measuring instruments or geometric solids at least once a week (1992) 16% —

MICHIGAN

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

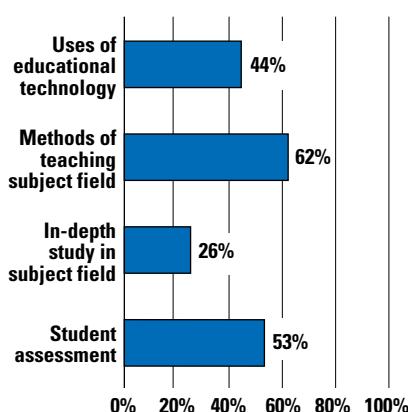
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

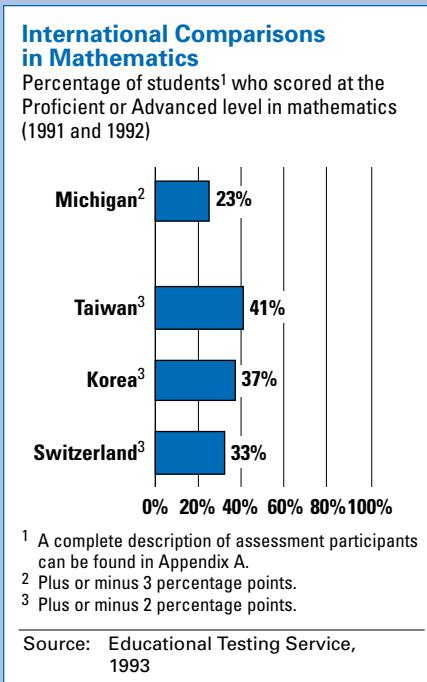
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 47%
 - developing reasoning ability to solve unique problems 43%
 - communicating mathematics ideas 35%
- c) who have computers available in their mathematics classroom 20% 13% ns
- d) who use calculators in mathematics class at least once a week 40% 76%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 40% 41%
 - minorities (Blacks, Hispanics, American Indians) 39% 38%
 - females 35% 36%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 74% 77%
 - b) voting 61% 68%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 59% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² — —

— Data not available.
 ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
 See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
 See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

MICHIGAN

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 13% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 38% | 46% |
|-----|-----|

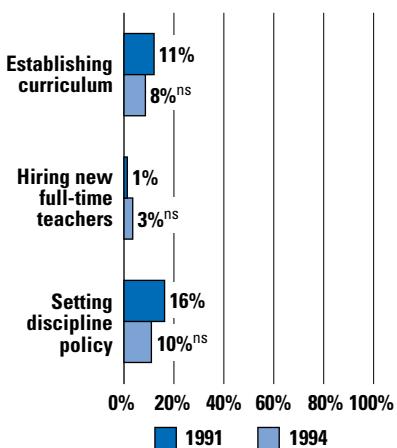
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 25% | 26% ns |
| 13% | 9% ns |
| 11% | 8% ns |
| 1% | 3% ns |
| 16% | 10% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

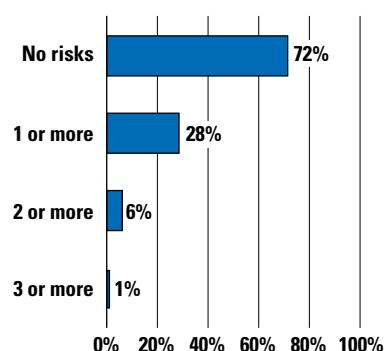
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

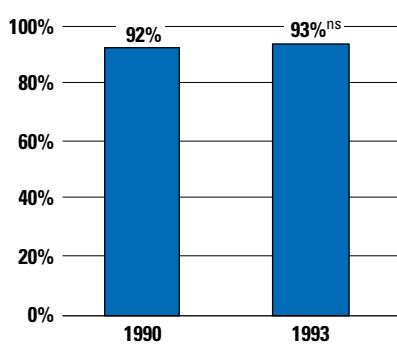


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 51 52
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 812 818
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 28% 28%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 81% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 42 49

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 92% 93% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 28% 27% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 27%
 - Grade 8 (1990, 1992) 29% 37%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 7 13
 - Mathematics 5 11
 - Science 2 4
 - Foreign languages 1 2
 - Civics and government 2 3
 - Economics 1 3
 - Fine arts <1 1
 - History 5 9

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 80% 81% ns
 - a teaching certificate in their main teaching assignment 100% 98%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 54%
 - methods of teaching subject field 64%
 - in-depth study in subject field 34%
 - student assessment 51%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 10% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 14% 18% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

37% —

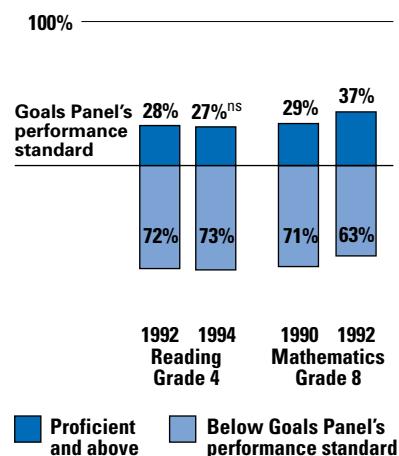
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 43% 51% ns
 - work with measuring instruments or geometric solids at least once a week (1992) 9% —

MINNESOTA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

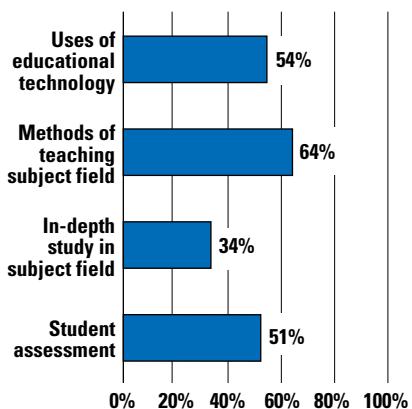
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

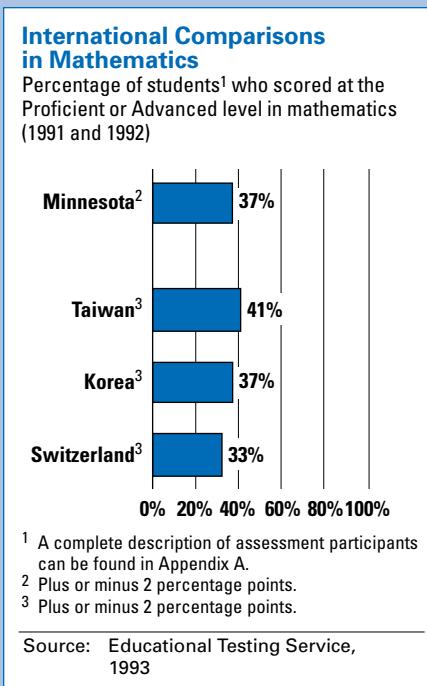
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 50% 54% ns
- developing reasoning ability to solve unique problems 36% 46%
- communicating mathematics ideas 29% 31% ns

c) who have computers available in their mathematics classroom

23% 19% ns

d) who use calculators in mathematics class at least once a week

56% 77%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 37% 37%
- minorities (Blacks, Hispanics, American Indians) 39% 39%
- females 33% 33%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 79% 88%
- b) voting 71% 76%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 54% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² — —

— Data not available.
 ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
 See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
 See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

MINNESOTA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 13% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 32% | 52% |
|-----|-----|

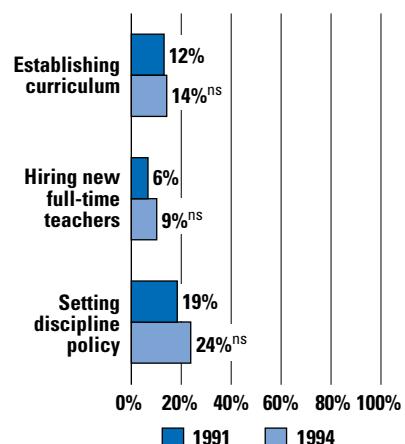
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 13% | 14% ns |
| 7% | 6% ns |
| 12% | 14% ns |
| 6% | 9% ns |
| 19% | 24% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

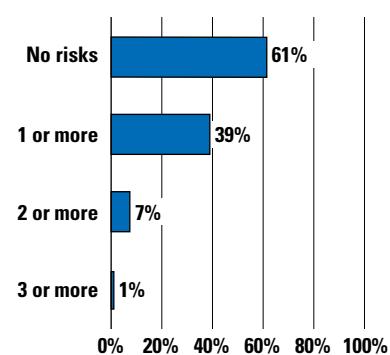
MISSISSIPPI

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

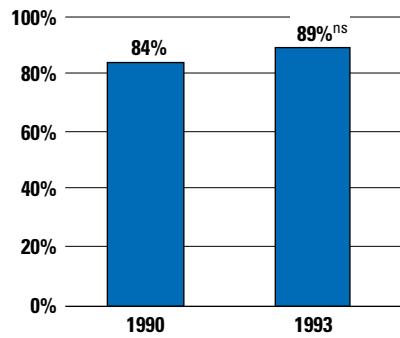


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 96 99
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 745 749
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 40% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 83% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 46 48

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 84% 89% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 5% —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 12% 15%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 7%
 - Grade 8 (1992) 8%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	8	9
Mathematics	2	3
Science	2	3
Foreign languages	<1	<1
Civics and government	1	2
Economics	0	<1
Fine arts	<1	<1
History	4	4

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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MISSISSIPPI

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 67% 61% ns
 - a teaching certificate in their main teaching assignment 98% 96% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 44%
 - methods of teaching subject field 67%
 - in-depth study in subject field 31%
 - student assessment 68%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 18% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 20% 20%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

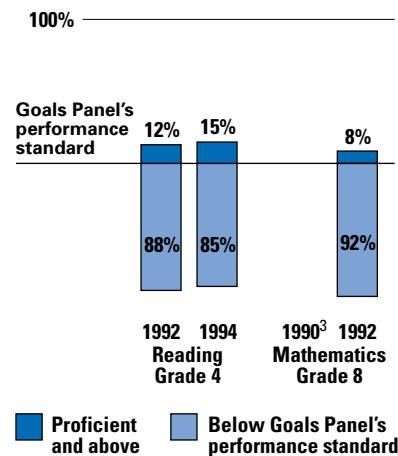
Taiwan=41% Korea=37% Switzerland=33% 8% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 40%
 - work with measuring instruments or geometric solids at least once a week 10%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

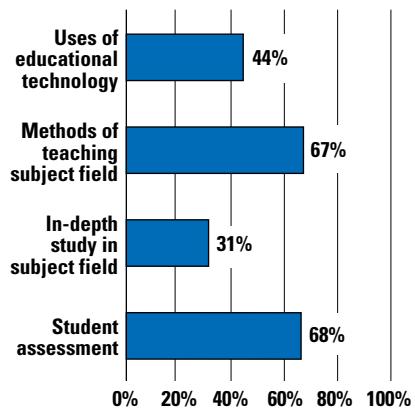
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

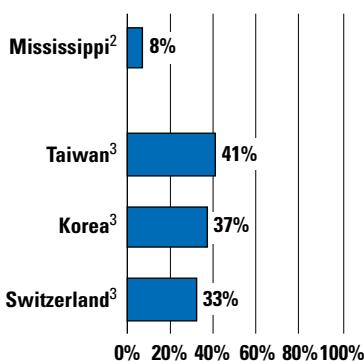
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

² Plus or minus 2 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	44%	—
– developing reasoning ability to solve unique problems	56%	—
– communicating mathematics ideas	58%	—

- c) who have computers available in their mathematics classroom

10% —

- d) who use calculators in mathematics class at least once a week

25% —

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	33%	36%
– minorities (Blacks, Hispanics, American Indians)	36%	39%
– females	30%	33%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	78%	80% ns
b) voting	63%	67% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 61%

—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	6%	—
– marijuana	2%	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 16%

—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:

– marijuana	11%	9%	ns
– cocaine	2%	1%	
 - b) Having five or more drinks in a row during the past 30 days
- | | | |
|-----|-----|--|
| 37% | 27% | |
|-----|-----|--|

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷
- | | | |
|-----|---|--|
| 14% | — | |
| 6% | — | |
| 8% | — | |
| 17% | — | |
| 15% | — | |

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | | |
|-----|-----|--|
| 30% | 47% | |
|-----|-----|--|

GOAL 8: Parental Participation

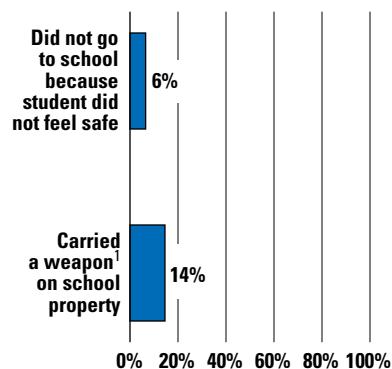
Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|-----|-----|----|
| 31% | 40% | |
| 21% | 24% | ns |
| 10% | 9% | ns |
| 2% | 3% | ns |
| 19% | 21% | ns |

MISSISSIPPI

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

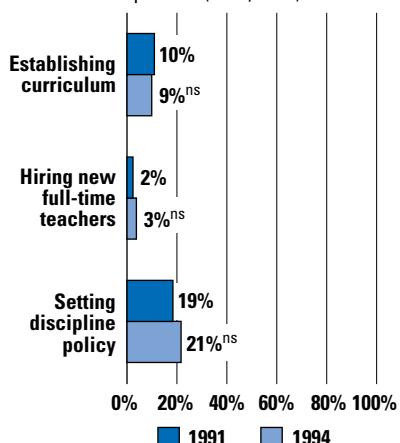


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

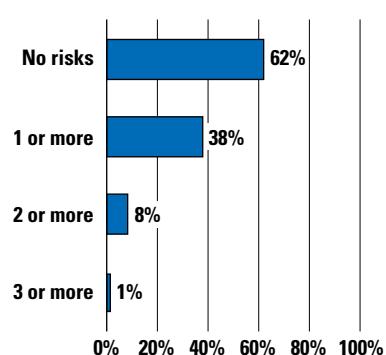
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

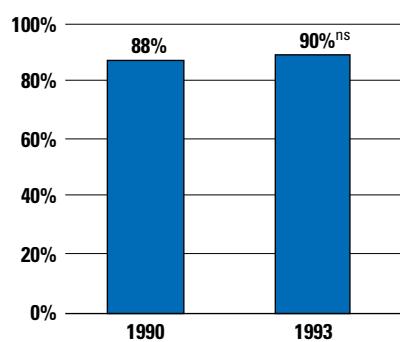


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

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

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.

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

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 71 73
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 785 805
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 41% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 64% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 18 31

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 88% 90% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 6% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 26% 26%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 19%
 - Grade 8 (1992) 24%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	7	9
Mathematics	4	6
Science	3	6
Foreign languages	1	2
Civics and government	1	1
Economics	<1	1
Fine arts	<1	1
History	6	7

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 72%
 - a teaching certificate in their main teaching assignment 98%
- 65% ns
98%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 46%
 - methods of teaching subject field 57%
 - in-depth study in subject field 24%
 - student assessment 44%
- —
—
—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 9%
-

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 18%
- 27%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%
- 24% —

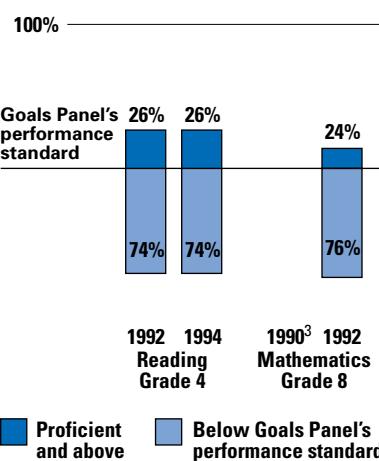
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 40%
 - work with measuring instruments or geometric solids at least once a week 8%
- —

MISSOURI

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

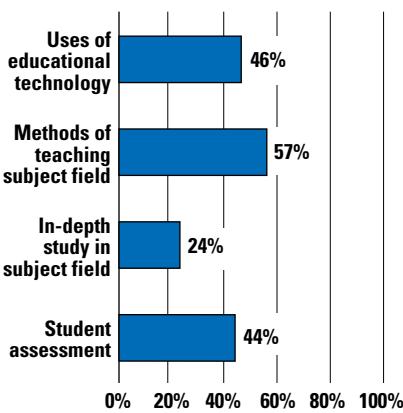
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

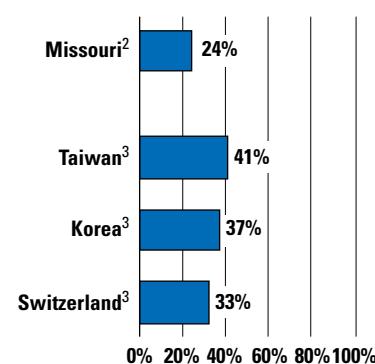
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	43%	—
– developing reasoning ability to solve unique problems	42%	—
– communicating mathematics ideas	34%	—

- c) who have computers available in their mathematics classroom

19% —

- d) who use calculators in mathematics class at least once a week

78% —

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	35%	35%
– minorities (Blacks, Hispanics, American Indians)	32%	25%
– females	30%	32%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	76%	75% ns
b) voting	66%	67% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 49%

—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	—	—
– marijuana	—	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

MISSOURI

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 14% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 41% | 53% |
|-----|-----|

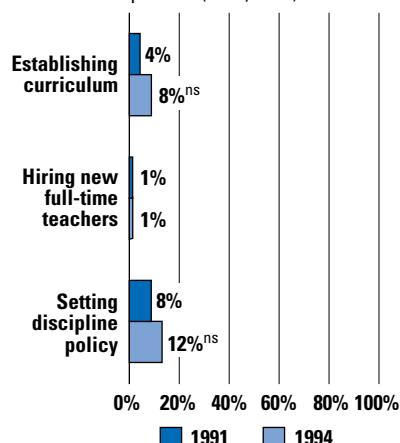
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 22% | 27% ns |
| 15% | 13% ns |
| 4% | 8% ns |
| 1% | 1% |
| 8% | 12% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

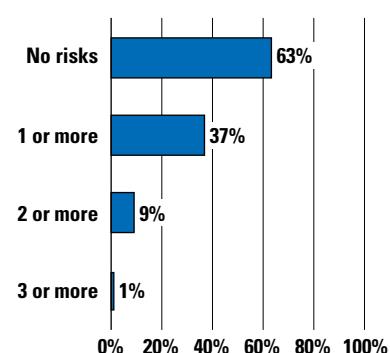
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

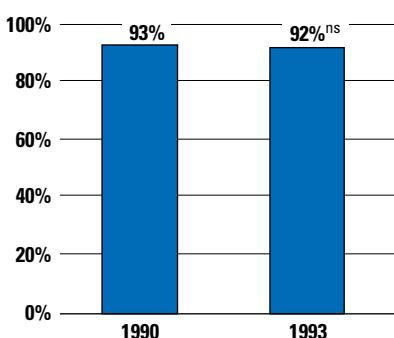


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 62 60
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 763 782
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 38% 37% ns
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 75% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 46 47

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 93% 92% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1994) 29% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991 (%)	1995 (%)
English	9	13
Mathematics	2	3
Science	2	4
Foreign languages	<1	1
Civics and government	3	4
Economics	0	0
Fine arts	2	1
History	9	8

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 69%
 - a teaching certificate in their main teaching assignment 98%
- 64% ns
98%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 57%
 - methods of teaching subject field 60%
 - in-depth study in subject field 28%
 - student assessment 44%
- —
—
—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³
- 19%
—

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴
- 10%
9% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

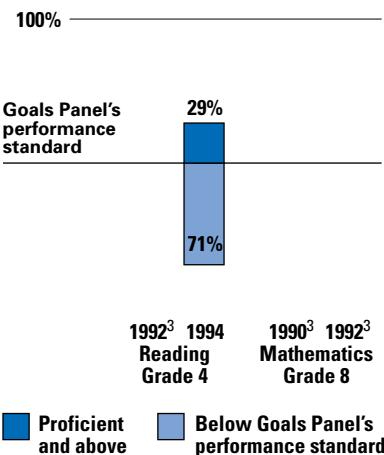
- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week
- —
—
—

Baseline	Most Recent Update
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MONTANA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

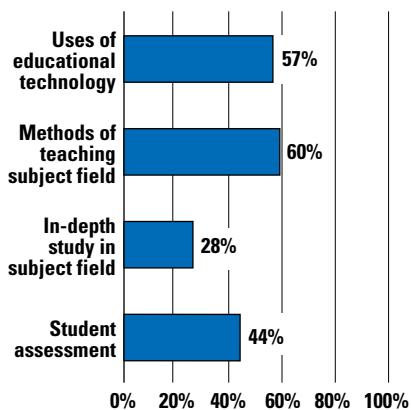
³ Data not available.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas

c) who have computers available in their mathematics classroom

d) who use calculators in mathematics class at least once a week

—	—
—	—
—	—
—	—
—	—

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	38%	41%
– minorities (Blacks, Hispanics, American Indians)	39%	40%
– females	29%	33%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

—	—
—	—
—	—

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	76%	78% ns
b) voting	69%	72% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

51%	—
—	—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	9%	—
– marijuana	5%	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

22%	—
—	—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

MONTANA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
- Percentage of public high school students who reported 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):²⁵
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸

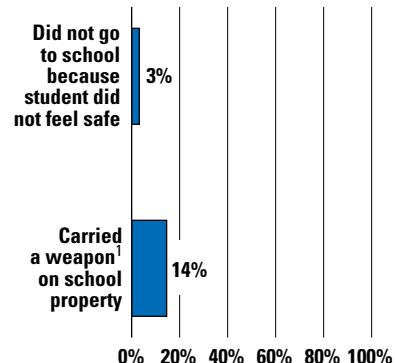
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

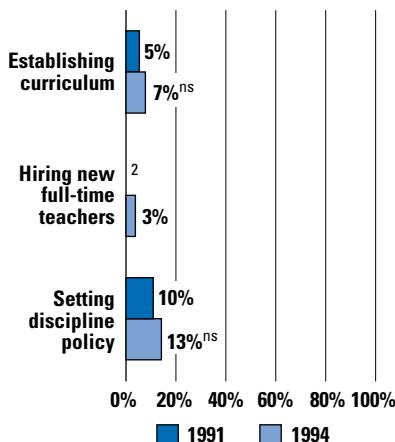


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

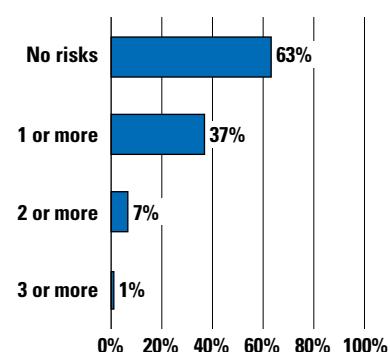
NEBRASKA

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

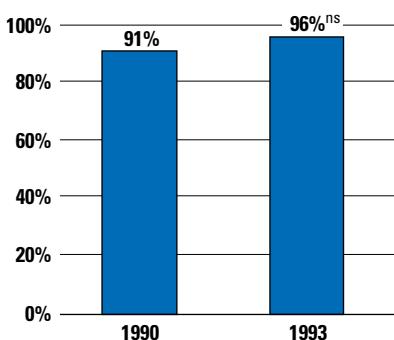


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 53 56
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 825 823
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 38% 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 72% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 34 41

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 91% 96% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 4% —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 27% 29% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 23%
 - Grade 8 (1990, 1992) 30% 32% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	10	12
Mathematics	3	4
Science	2	3
Foreign languages	<1	1
Civics and government	1	1
Economics	1	1
Fine arts	<1	<1
History	8	7

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

NEBRASKA

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 82% 75%
 - a teaching certificate in their main teaching assignment 99% 99%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 57%
 - methods of teaching subject field 56%
 - in-depth study in subject field 25%
 - student assessment 47%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 13% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 14% 15% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

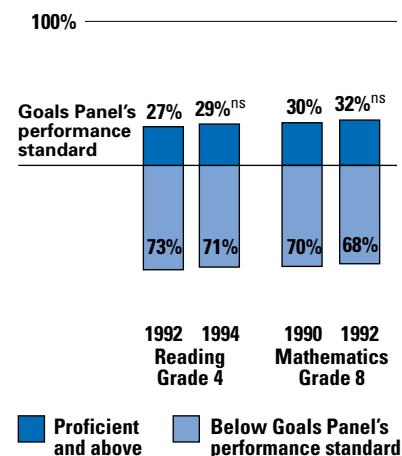
Taiwan=41% Korea=37% Switzerland=33% 32% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 46%
 - work with measuring instruments or geometric solids at least once a week (1992) 7%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

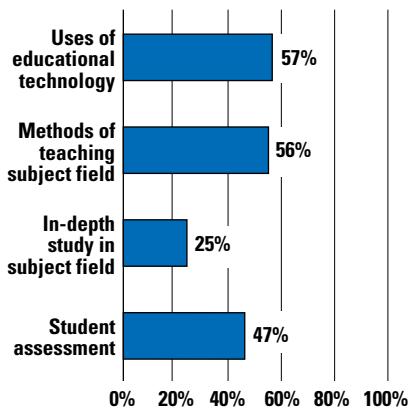
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

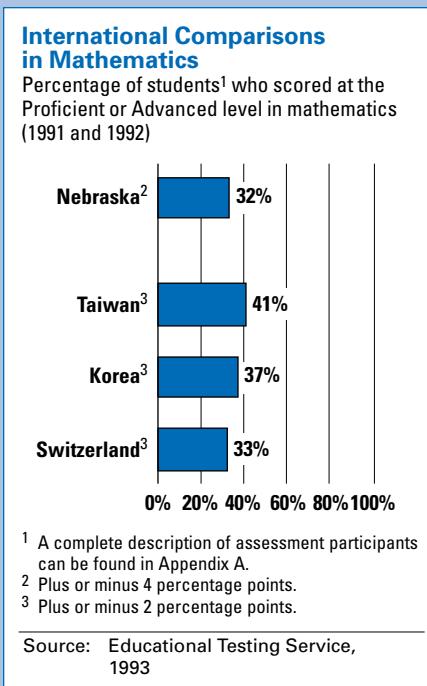
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 51% 45% ns
- developing reasoning ability to solve unique problems 39% 41% ns
- communicating mathematics ideas 31% 23% ns

c) who have computers available in their mathematics classroom

17% 22% ns

d) who use calculators in mathematics class at least once a week

55% 66% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 33% 35%
- minorities (Blacks, Hispanics, American Indians) 32% 30%
- females 31% 34%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 72% 74% ns
- b) voting 65% 67% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 65% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol 5% —
- marijuana 2% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 11% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

NEBRASKA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1991, 1993):²³
 - a) Using the following at least once during the past 30 days:

– marijuana	10%	9% ns
– cocaine	2%	2%
 - b) Having five or more drinks in a row during the past 30 days
- | | | | |
|----|---|-----|--------|
| b) | Having five or more drinks in a row during the past 30 days | 37% | 36% ns |
|----|---|-----|--------|

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | | | |
|----|---|-----|---|
| a) | Carried a weapon such as a gun, knife, or club on school property | 9% | — |
| b) | Did not go to school because student did not feel safe | 3% | — |
| | | 6% | — |
| | | 13% | — |
| | | 13% | — |

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | | |
|---|-----|-----|
| student behavior interferes with their teaching | 33% | 41% |
|---|-----|-----|

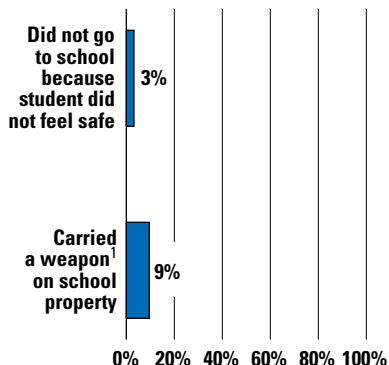
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|--|-----|--------|
| lack of parental involvement in their school was a serious problem | 13% | 15% ns |
| lack of parental involvement in their school was a serious problem | 4% | 6% ns |
| parent association in their school has influence | 7% | 7% |
| parent association in their school has influence | 5% | 4% ns |
| parent association in their school has influence | 6% | 9% ns |

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

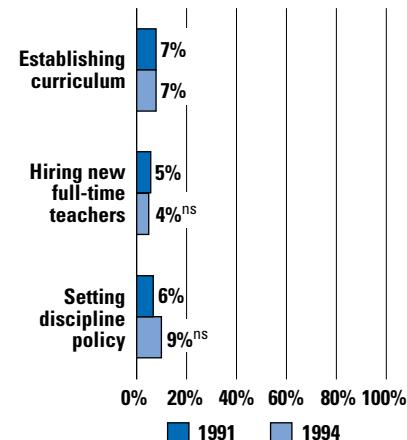


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

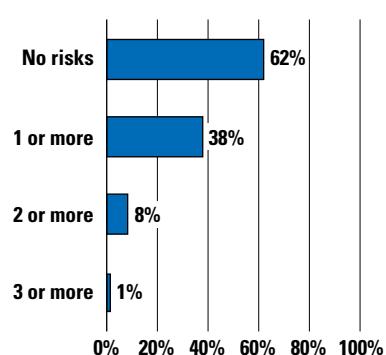
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

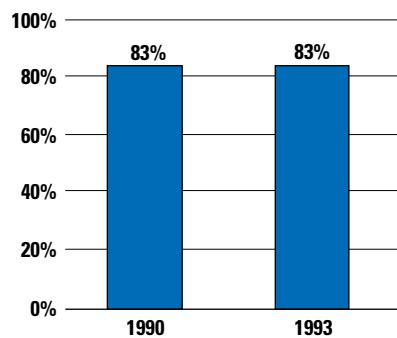


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 72 71
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 725 715
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 38% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 69% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 26 41

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 83% 83%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 8% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991 (%)	1995 (%)
English	13	17
Mathematics	6	8
Science	4	7
Foreign languages	3	4
Civics and government	6	10
Economics	<1	<1
Fine Arts	<1	1
History	6	8

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

NEVADA

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 62% 66% ns
 - a teaching certificate in their main teaching assignment 96% 98% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²

— uses of educational technology	31%	—
— methods of teaching subject field	63%	—
— in-depth study in subject field	31%	—
— student assessment	39%	—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 27% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 21% 17% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

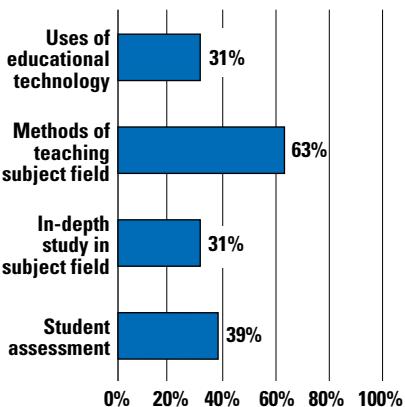
Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week — —
 - work with measuring instruments or geometric solids at least once a week — —

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions
 - developing reasoning ability to solve unique problems
 - communicating mathematics ideas
- c) who have computers available in their mathematics classroom
- d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 30% 32%
 - minorities (Blacks, Hispanics, American Indians) 26% 29%
 - females 27% 30%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 58% 68%
 - b) voting 50% 63%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 33%

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol 6% —
 - marijuana 8% —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² 30% —

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

NEVADA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana 19%
 - cocaine 4%
 - b) Having five or more drinks in a row during the past 30 days 32%

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property 12%
 - b) Did not go to school because student did not feel safe 8%
- Percentage of public high school students who reported 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):²⁵ 10%
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶ 20%
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷ 16%

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸ 36% 50%

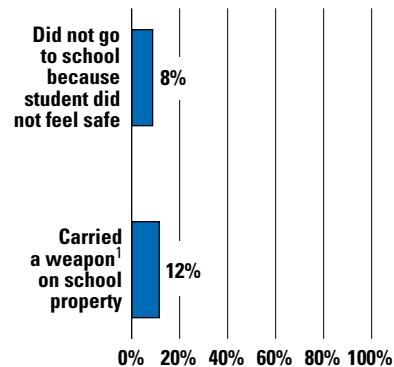
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers 27%
 - public school principals 17%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum 6%
 - hiring new full-time teachers (1994) *
 - setting discipline policy 6%

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

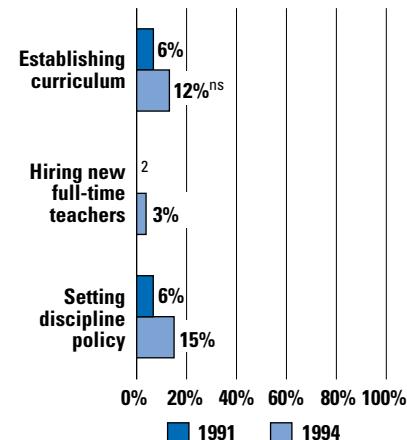


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

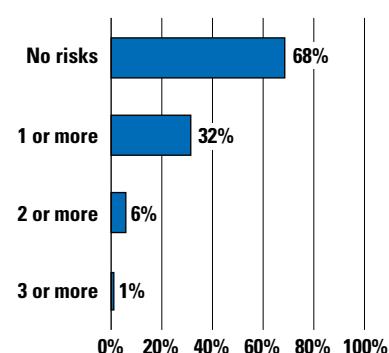
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

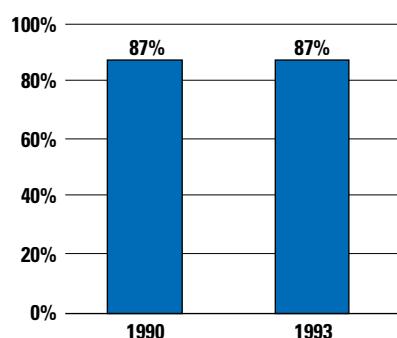


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 49 53
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 858 873
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 35% 32%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 83% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 29 37

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 87% 87%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 34% 30% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 26%
 - Grade 8 (1990, 1992) 25% 30%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 15 24
 - Mathematics 13 17
 - Science 8 14
 - Foreign languages 4 6
 - Civics and government 1 2
 - Economics <1 <1
 - Fine arts 1 1
 - History 9 13

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 80% 71%
 - a teaching certificate in their main teaching assignment 96% 96%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 50%
 - methods of teaching subject field 72%
 - in-depth study in subject field 46%
 - student assessment 53%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 13% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 12% 15% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% 30% —

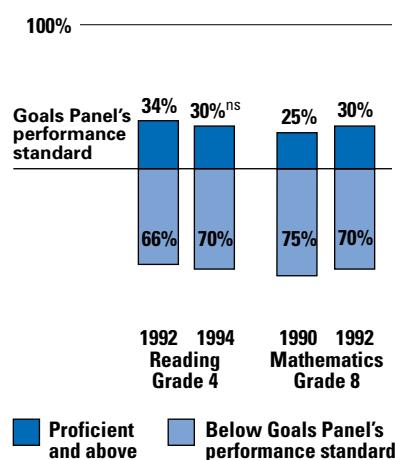
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 57%
 - work with measuring instruments or geometric solids at least once a week (1992) 9%

NEW HAMPSHIRE

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

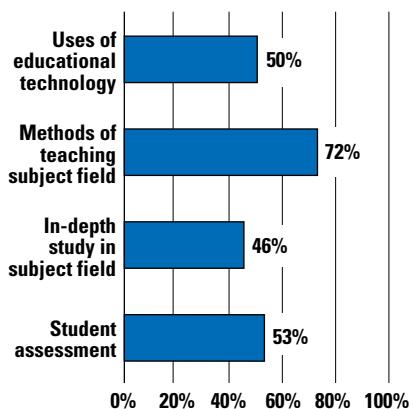
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

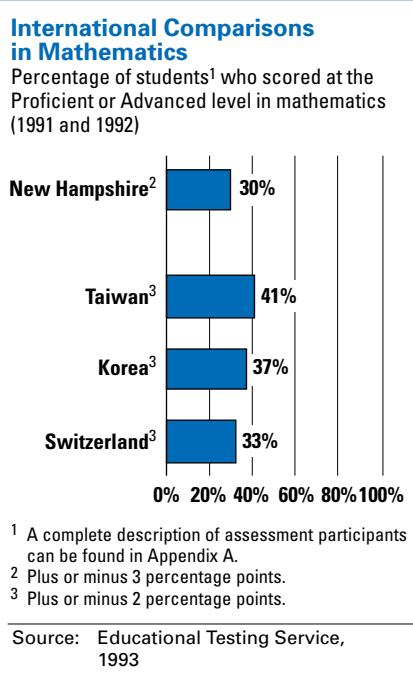
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

NEW HAMPSHIRE

Measuring State Progress Toward the Goals and Objectives



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 47%
 - developing reasoning ability to solve unique problems 45%
 - communicating mathematics ideas 37%
- c) who have computers available in their mathematics classroom 24% 19% ns
- d) who use calculators in mathematics class at least once a week 58% 62% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	40%	41%
– minorities (Blacks, Hispanics, American Indians)	49%	51%
– females	37%	38%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	67%	72% ns
b) voting	59%	66%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 56% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol 4%
 - marijuana 6%
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² 26% —

— Data not available.
 ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
 See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
 See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	21%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	31%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	12%	—
b) Did not go to school because student did not feel safe	4%	—
• Percentage of public high school students who reported 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): ²⁵	7%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) ²⁶	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	13%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) ²⁸	34%	40% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	17%	21% ns
– public school principals	8%	12% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	2%	14%
– hiring new full-time teachers	4%	11% ns
– setting discipline policy	8%	18% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.



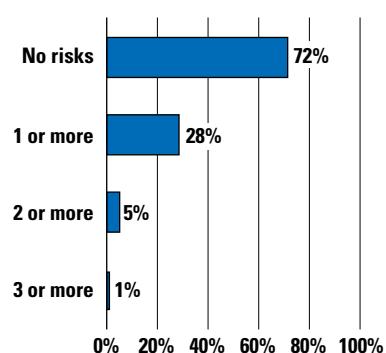
NEW JERSEY

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

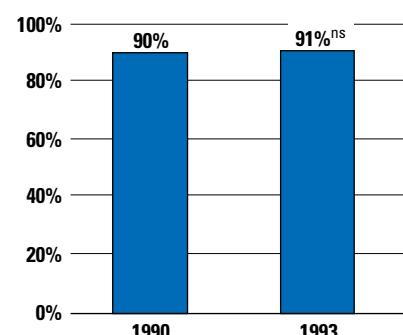


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 70 72
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 817 815
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 31% 28%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 71% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 47 46

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 90% 91% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 31% 29% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 25%
 - Grade 8 (1990, 1992) 25% 28% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 20 26
 - Mathematics 16 19
 - Science 16 24
 - Foreign languages 7 9
 - Civics and government 2 3
 - Economics 2 3
 - Fine arts 1 2
 - History 17 20

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

NEW JERSEY

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 69% 69%
 - a teaching certificate in their main teaching assignment 97% 97%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 50%
 - methods of teaching subject field 65%
 - in-depth study in subject field 27%
 - student assessment 49%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 12% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 18% 17% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

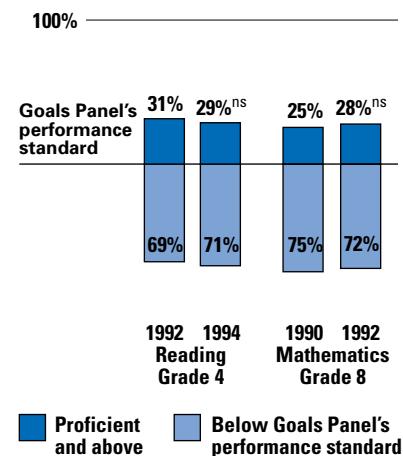
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵ Taiwan=41% Korea=37% Switzerland=33% 28% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 44%
 - work with measuring instruments or geometric solids at least once a week (1992) 10%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

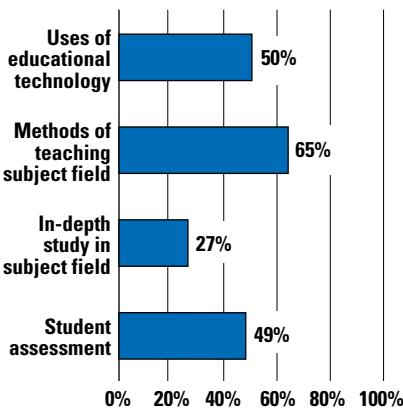
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

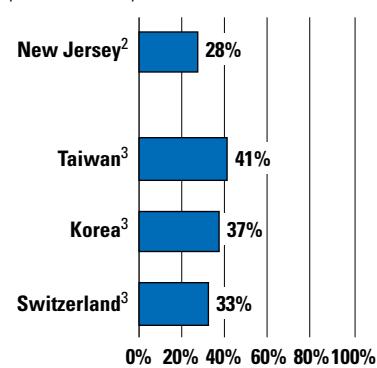
NEW JERSEY

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

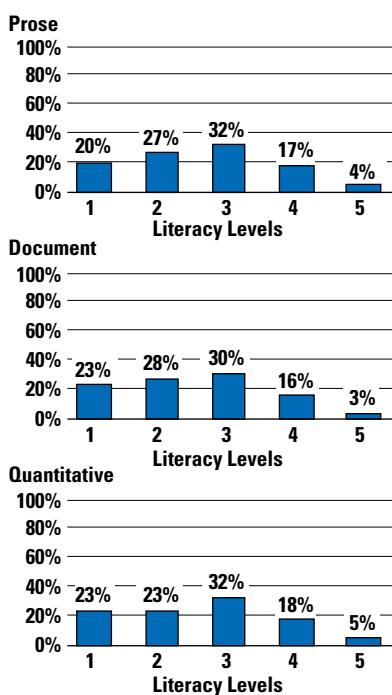
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 55% 47% ns
- developing reasoning ability to solve unique problems 49% 63% ns
- communicating mathematics ideas 49% 55% ns

c) who have computers available in their mathematics classroom

19% 27% ns

d) who use calculators in mathematics class at least once a week

21% 51%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 43% 43%
- minorities (Blacks, Hispanics, American Indians) 48% 44%
- females 39% 40%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

53% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 72% 75%
- b) voting 64% 67%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

60% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol — —
- marijuana — —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

NEW JERSEY

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|----|---|
| 9% | — |
|----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | |
|-----|-----|
| 37% | 45% |
|-----|-----|

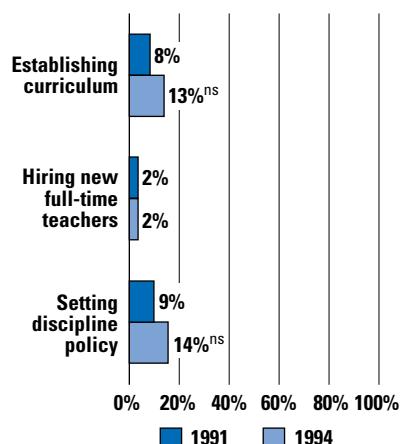
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 23% | 24% ns |
| 12% | 8% ns |
| 8% | 13% ns |
| 2% | 2% |
| 9% | 14% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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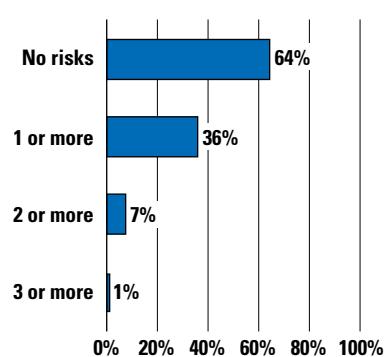
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

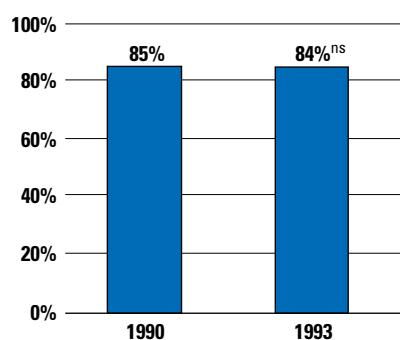


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 74 72
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 573 617
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 37% 36%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 73% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 28 44

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 85% 84% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 8% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 20% 17% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 11% —
 - Grade 8 (1990, 1992) 13% 14% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 15 15
 - Mathematics 9 6
 - Science 6 8
 - Foreign languages 4 4
 - Civics and government 1 1
 - Economics 1 1
 - Fine arts 1 1
 - History 6 4

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 53% 52% ns
 - a teaching certificate in their main teaching assignment 98% 96% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 44%
 - methods of teaching subject field 56%
 - in-depth study in subject field 24%
 - student assessment 44%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 39% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 30% 31% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% 14% —

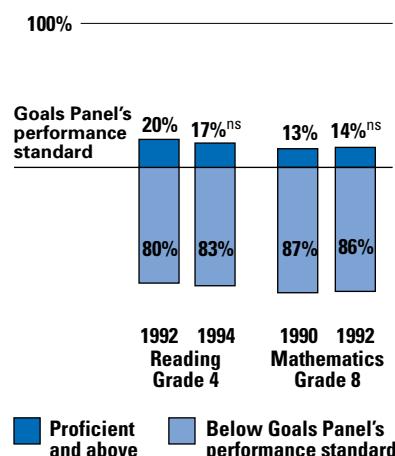
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 51%
 - work with measuring instruments or geometric solids at least once a week (1992) 5%

NEW MEXICO

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

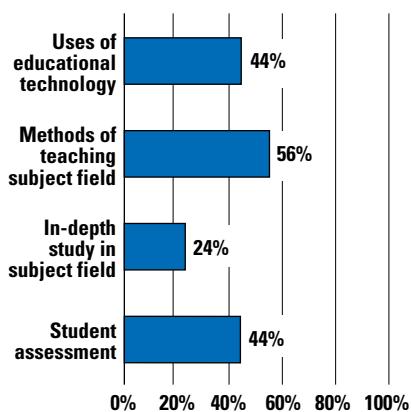
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

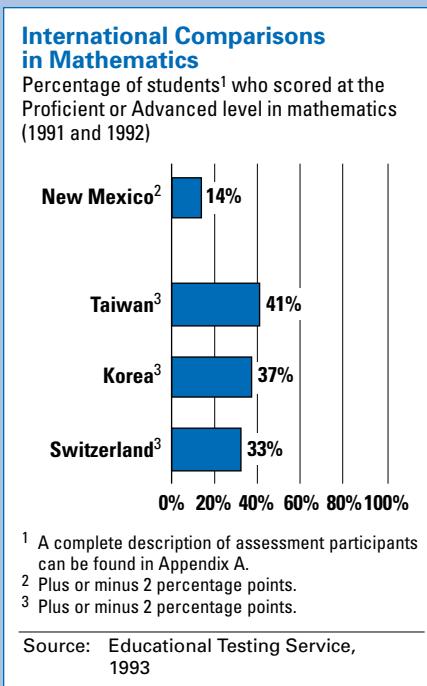
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 53% 49% ns
 - developing reasoning ability to solve unique problems 48% 46% ns
 - communicating mathematics ideas 40% 44% ns
- c) who have computers available in their mathematics classroom 12% 13% ns
- d) who use calculators in mathematics class at least once a week 30% 44%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 40% 39%
 - minorities (Blacks, Hispanics, American Indians) 38% 36%
 - females 33% 32%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 69% 71% ns
 - b) voting 58% 66%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 49% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

NEW MEXICO

	Baseline	Most Recent Update
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Overall

• Percentage of public high school students who reported (1990, 1991): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	11%	18%
– cocaine	3%	3%
b) Having five or more drinks in a row during the past 30 days	45%	43% ns

Direct Measures of the Goal: Schools Free of Violence and Crime

• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported 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): ²⁵	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) ²⁶	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	14%	—

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) ²⁸	40%	45% ns
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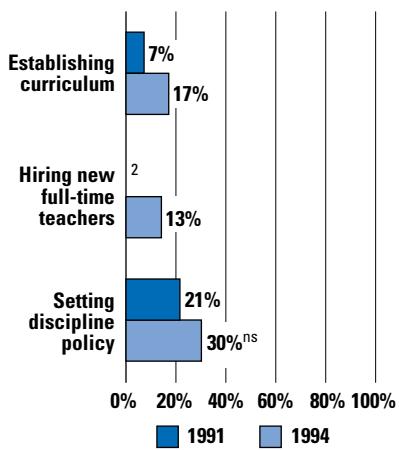
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	31%	33% ns
– public school principals	16%	15% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	7%	17%
– hiring new full-time teachers (1994)	*	13%
– setting discipline policy	21%	30% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 76 76
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 731 747
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 77% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 35 50

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 88% 88%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

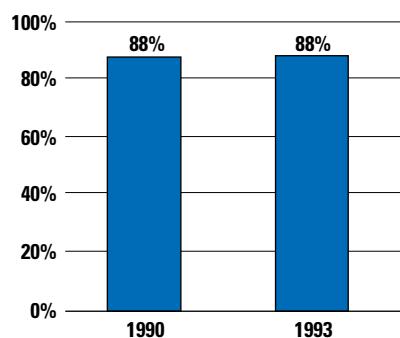
- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 23% 23%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 17% —
 - Grade 8 (1990, 1992) 19% 24%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 22 25
 - Mathematics 18 20
 - Science 20 26
 - Foreign languages 9 11
 - Civics and government 4 7
 - Economics 2 3
 - Fine arts 2 3
 - History 21 24

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment
- | | | |
|-----|-----|----|
| 74% | 75% | ns |
| 94% | 93% | ns |

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment
- | | |
|-----|---|
| 38% | — |
| 57% | — |
| 24% | — |
| 42% | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³
- | | |
|-----|---|
| 32% | — |
|-----|---|

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴
- | | |
|-----|-----|
| 21% | 31% |
|-----|-----|

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵
- Taiwan=41% Korea=37% Switzerland=33%
- | | |
|-----|---|
| 24% | — |
|-----|---|

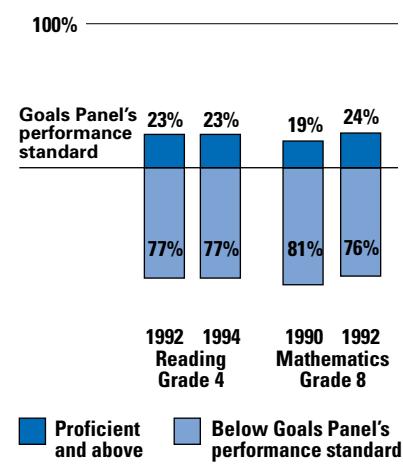
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week (1992)
- | | | |
|-----|-----|----|
| 31% | 37% | ns |
| 7% | — | — |

NEW YORK

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



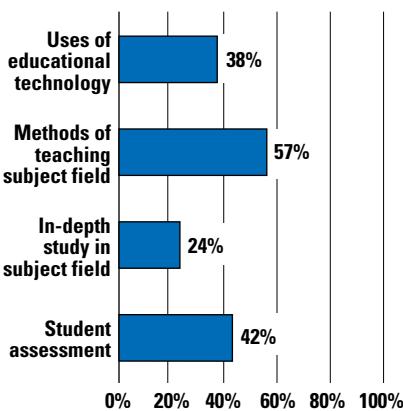
¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

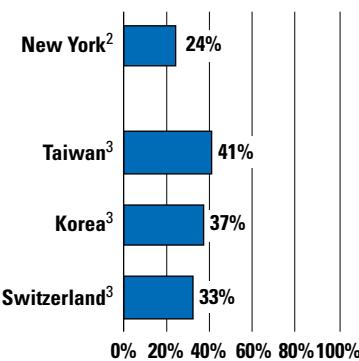
* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

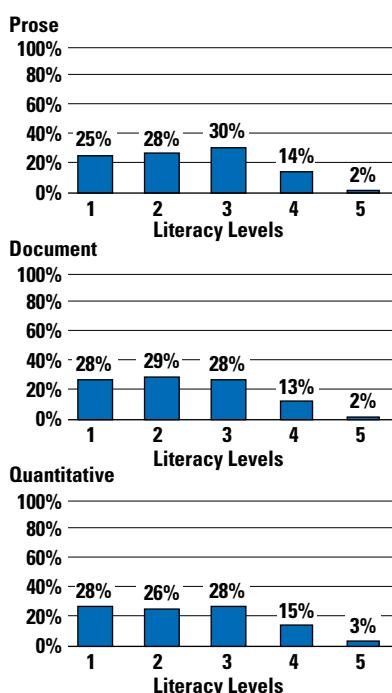
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 49% 48% ns
- developing reasoning ability to solve unique problems 41% 40% ns
- communicating mathematics ideas 37% 38% ns

c) who have computers available in their mathematics classroom

10% 21%

d) who use calculators in mathematics class at least once a week

16% 25% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 41% 40%
- minorities (Blacks, Hispanics, American Indians) 43% 42%
- females 38% 38%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

46% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 67% 69%
- b) voting 60% 63%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

67% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol 6% 7%
- marijuana

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

28% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

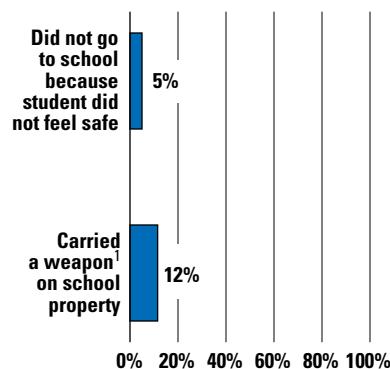
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1991, 1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	16%	19% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	36%	32% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	12%	—
b) Did not go to school because student did not feel safe	5%	—
• Percentage of public high school students who reported 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): ²⁵	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) ²⁶	17%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	19%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) ²⁸	42%	55%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	23%	29% ns
– public school principals	9%	14%
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	4%	8% ns
– hiring new full-time teachers	1%	7%
– setting discipline policy	16%	26%

NEW YORK

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

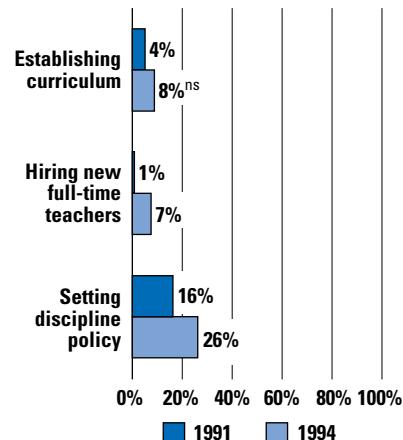


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

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See Appendix A for technical notes and sources.

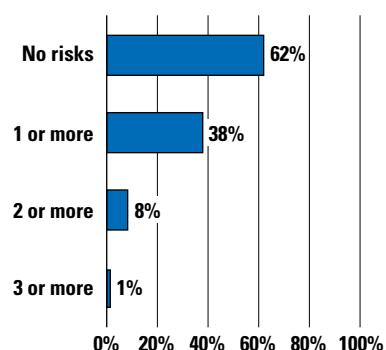
NORTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

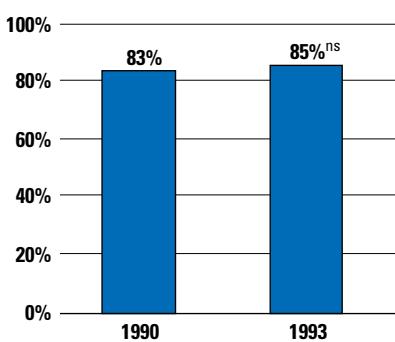


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 80 84
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 757 794
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 40% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 84% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 39 48

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 83% 85% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 22% 26% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 13%
 - Grade 8 (1990, 1992) 11% 15%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 16 29
 - Mathematics 9 14
 - Science 7 15
 - Foreign languages 2 3
 - Civics and government <1 1
 - Economics <1 <1
 - Fine arts 1 2
 - History 13 22

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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NORTH CAROLINA

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 68% 66% ns
 - a teaching certificate in their main teaching assignment 99% 97% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 57%
 - methods of teaching subject field 72%
 - in-depth study in subject field 32%
 - student assessment 59%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 8% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 24% 36%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

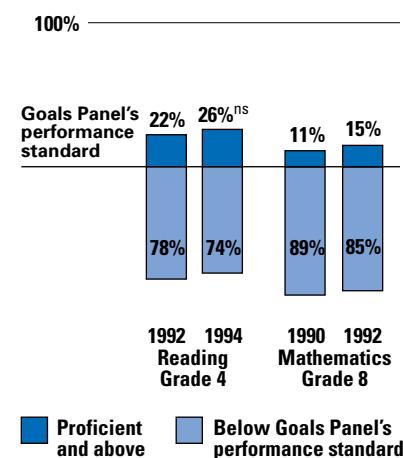
Taiwan=41% Korea=37% Switzerland=33% 15% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 45%
 - work with measuring instruments or geometric solids at least once a week (1992) 5%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

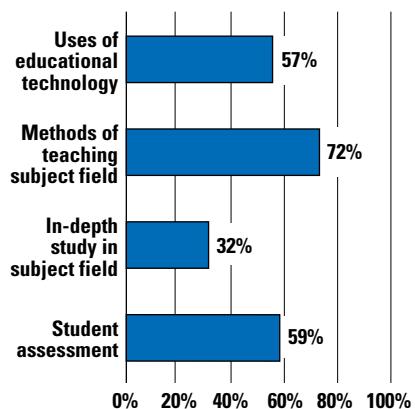
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

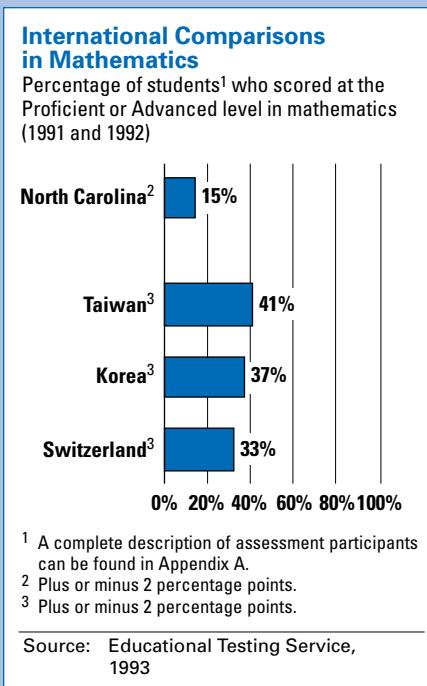
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	44%	44%
– developing reasoning ability to solve unique problems	46%	48% ns
– communicating mathematics ideas	44%	42% ns

- c) who have computers available in their mathematics classroom

21% 13% ns

- d) who use calculators in mathematics class at least once a week

30% 42%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	41%	43%
– minorities (Blacks, Hispanics, American Indians)	38%	42%
– females	36%	40%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	65%	70%
b) voting	54%	61%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 49%

—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	5%	—
– marijuana	5%	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 29%

—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1993):²³
 - a) Using the following at least once during the past 30 days:

– marijuana	15%	—
– cocaine	2%	—
 - b) Having five or more drinks in a row during the past 30 days
- Direct Measures of the Goal: Schools Free of Violence and Crime**
- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸

GOAL 8: Parental Participation

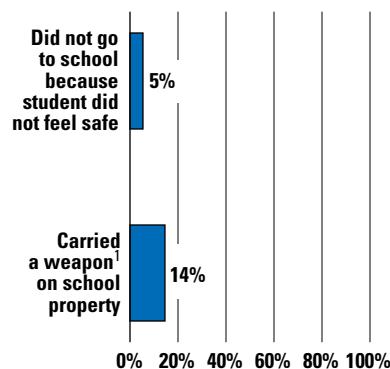
Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

NORTH CAROLINA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

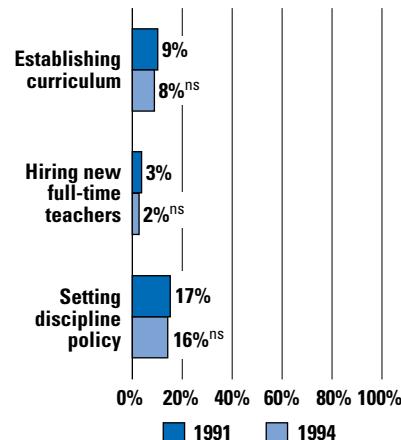


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

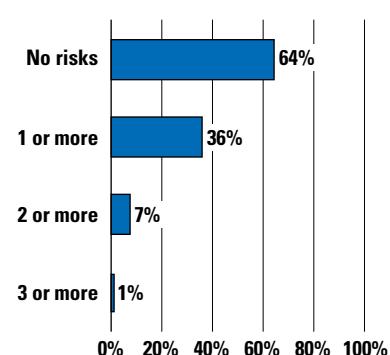
NORTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

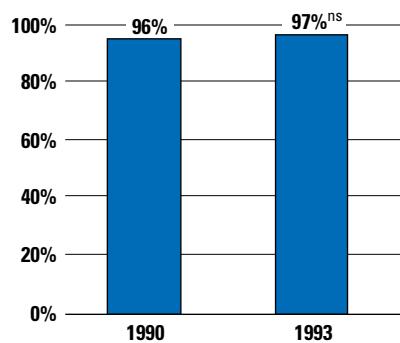


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 55 51
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 821 822
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 36% 36%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 81% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 39 41

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 96% 97% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 31% 32% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 23%
 - Grade 8 (1990, 1992) 34% 36% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	5	5
Mathematics	3	3
Science	3	4
Foreign languages	<1	<1
Civics and government	<1	<1
Economics	1	<1
Fine arts	<1	0
History	2	2

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment
- | | |
|-----|---------|
| 73% | 76% ns |
| 99% | 100% ns |

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment
- | | |
|-----|---|
| 53% | — |
| 58% | — |
| 28% | — |
| 36% | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³
- | | |
|-----|---|
| 13% | — |
|-----|---|

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴
- | | |
|----|-------|
| 6% | 8% ns |
|----|-------|

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

36%

—

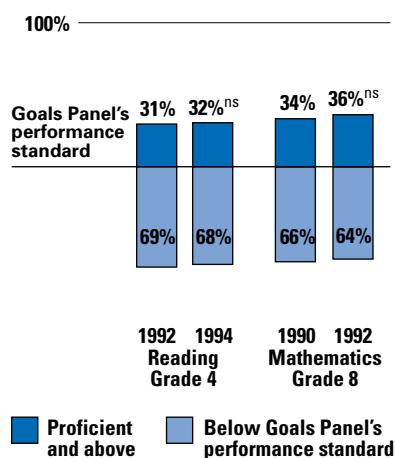
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week (1992)
- | | |
|-----|--------|
| 38% | 39% ns |
| 10% | — |

NORTH DAKOTA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

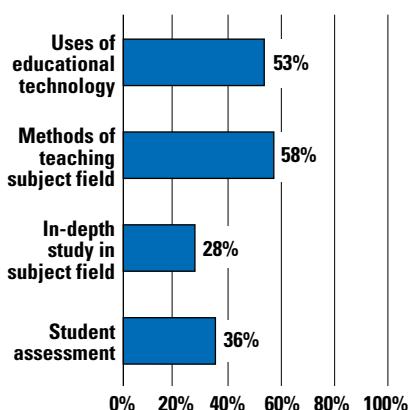
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

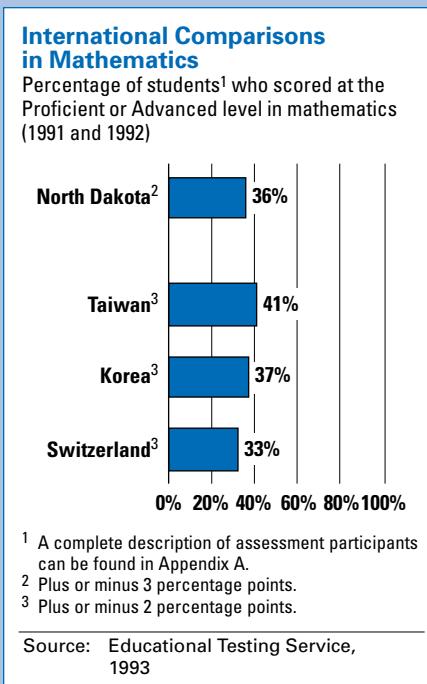
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 56% 54% ns
 - developing reasoning ability to solve unique problems 33% 48%
 - communicating mathematics ideas 25% 33% ns
- c) who have computers available in their mathematics classroom 20% 17% ns
- d) who use calculators in mathematics class at least once a week 51% 68%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 39% 41%
 - minorities (Blacks, Hispanics, American Indians) 40% 39%
 - females 35% 40%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 95% 92% ns
 - b) voting 74% 72% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 68% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² — —

— Data not available.
 ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
 See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
 See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

NORTH DAKOTA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | | |
|--|----|---|
| | 8% | — |
|--|----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | | |
|--|-----|--------|
| | 30% | 33% ns |
|--|-----|--------|

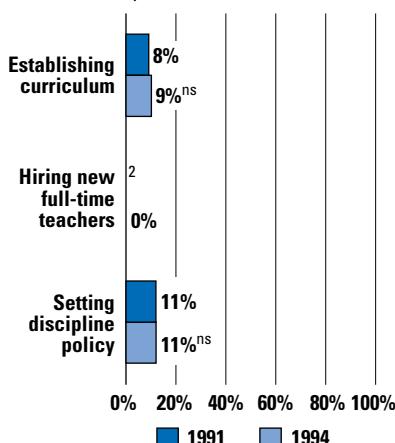
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy
- | | | |
|--|-----|--------|
| | 9% | 13% |
| | 4% | 3% ns |
| | 8% | 9% ns |
| | * | 0% |
| | 11% | 11% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

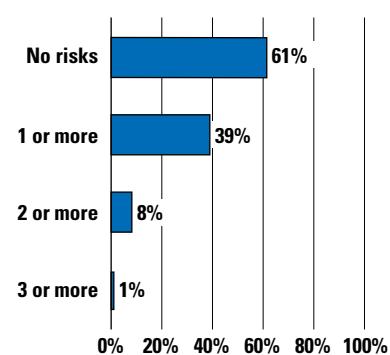
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

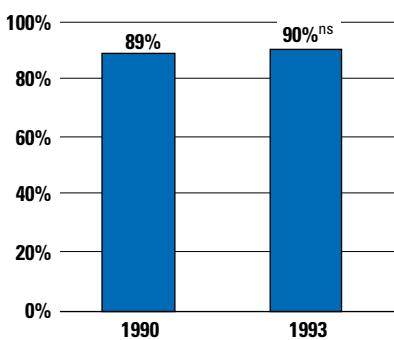


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 71 74
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 815 823
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 41% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 73% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 26 34

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 89% 90% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 24% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 17% —
 - Grade 8 (1990, 1992) 19% 22% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 11 15
 - Mathematics 6 10
 - Science 5 8
 - Foreign languages 2 3
 - Civics and government 2 4
 - Economics 1 1
 - Fine arts 1 1
 - History 8 9

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 68% 61% ns
 - a teaching certificate in their main teaching assignment 99% 97% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 41%
 - methods of teaching subject field 62%
 - in-depth study in subject field 29%
 - student assessment 46%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 4% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 20% 25% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

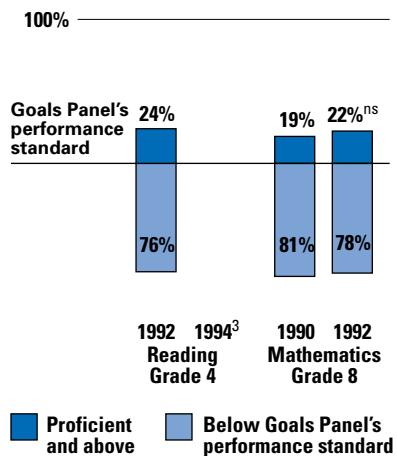
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Baseline	Most Recent Update
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Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

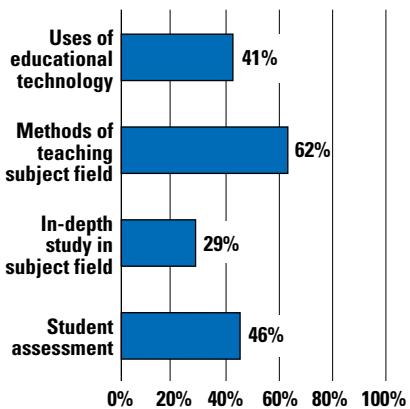
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

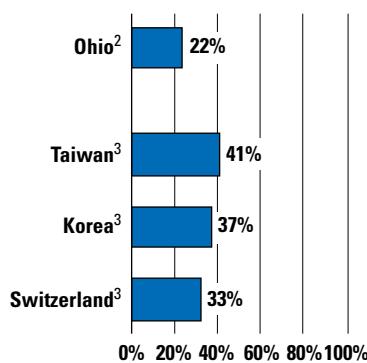
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

OHIO

International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

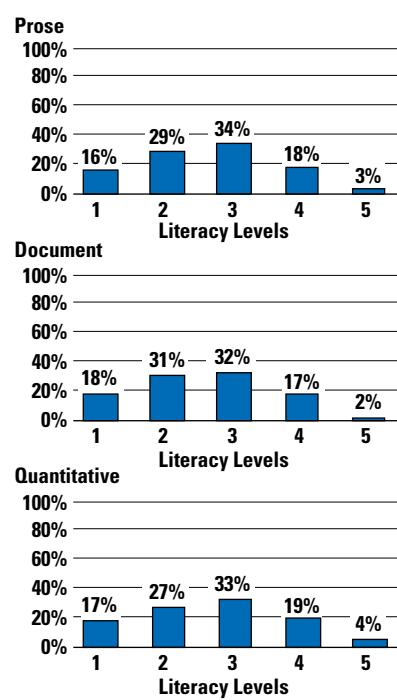
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 50% 38% ns
- developing reasoning ability to solve unique problems 42% 39% ns
- communicating mathematics ideas 36% 37% ns

c) who have computers available in their mathematics classroom

20% 18% ns

d) who use calculators in mathematics class at least once a week

44% 49% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 36% 36%
- minorities (Blacks, Hispanics, American Indians) 36% 37%
- females 31% 32%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

55% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 70% 71% ns
- b) voting 63% 65% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

51% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol 5% 5%
- marijuana 4% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

20% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

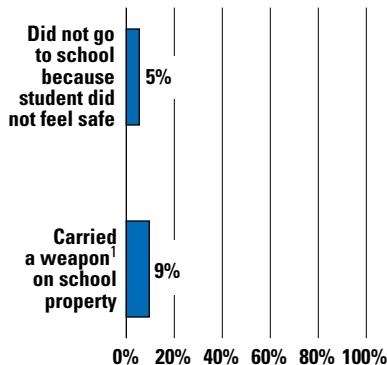
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	16%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	30%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	9%	—
b) Did not go to school because student did not feel safe	5%	—
• Percentage of public high school students who reported 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): ²⁵	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993): ²⁶	16%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	17%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994): ²⁸	38%	42% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	29%	29%
– public school principals	14%	13% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	7%	6% ns
– hiring new full-time teachers	4%	4%
– setting discipline policy	9%	9%

OHIO

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

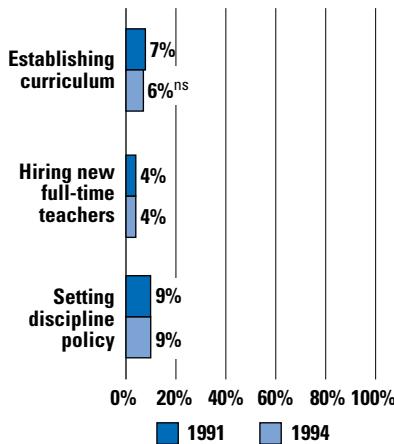


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

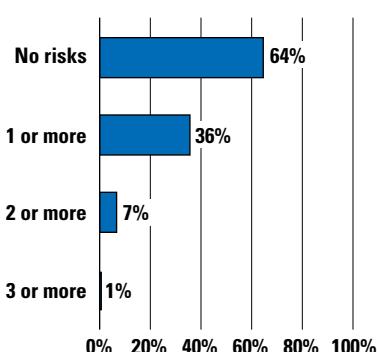
OKLAHOMA

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

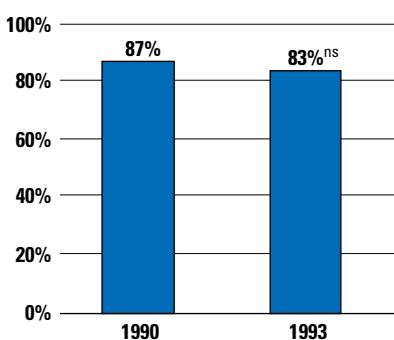


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 66 67
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 712 746
- Percentage of infants born in the state with one or more health risks (1992)³ 36% —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 76% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 37 37

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 87% 83% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 25% —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 14% —
 - Grade 8 (1990, 1992) 17% 21%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 8 10
 - Mathematics 4 5
 - Science 3 4
 - Foreign languages 1 1
 - Civics and government 1 2
 - Economics <1 1
 - Fine arts <1 1
 - History 3 5

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 65%
 - a teaching certificate in their main teaching assignment 98%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 46%
 - methods of teaching subject field 65%
 - in-depth study in subject field 27%
 - student assessment 54%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 19%

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 42% 45% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Baseline	Most Recent Update
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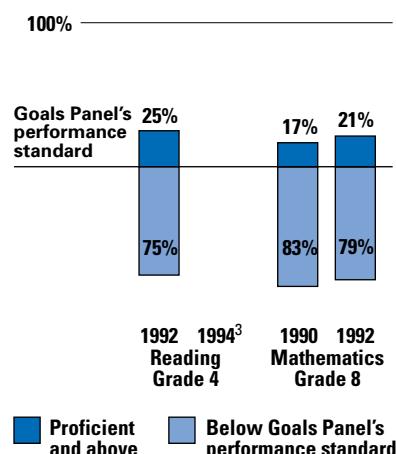
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 44%
 - work with measuring instruments or geometric solids at least once a week (1992) 7%

OKLAHOMA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

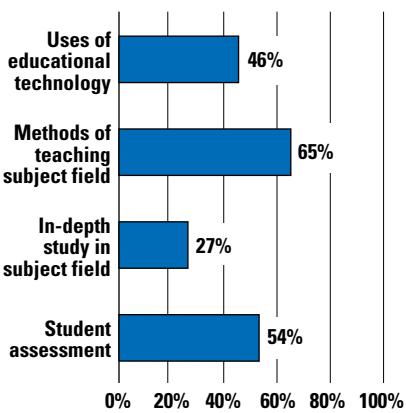
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

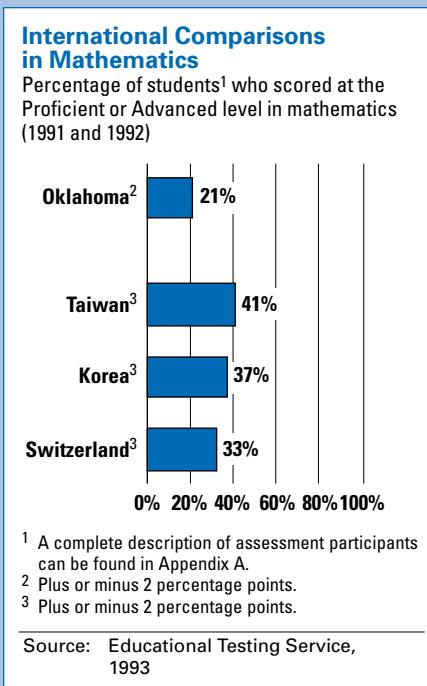
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	55%	49%	ns
– developing reasoning ability to solve unique problems	41%	39%	ns
– communicating mathematics ideas	40%	42%	ns

- c) who have computers available in their mathematics classroom

13% 20% ns

- d) who use calculators in mathematics class at least once a week

27% 33% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	33%	35%
– minorities (Blacks, Hispanics, American Indians)	34%	37%
– females	28%	30%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	66%	75%
b) voting	57%	68%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

50% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	—	—
– marijuana	—	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

OKLAHOMA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | | |
|--|-----|---|
| | 13% | — |
|--|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | | |
|-----|-----|--|
| 33% | 39% | |
|-----|-----|--|

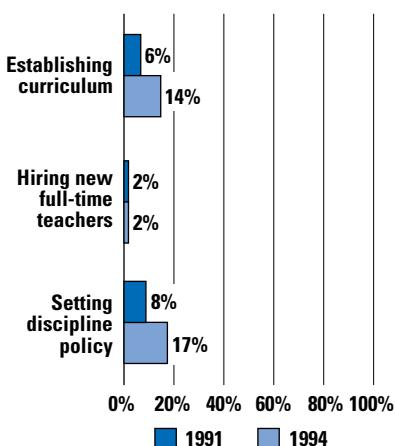
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|-----|--------|--|
| 22% | 28% | |
| 15% | 13% ns | |
| 6% | 14% | |
| 2% | 2% | |
| 8% | 17% | |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

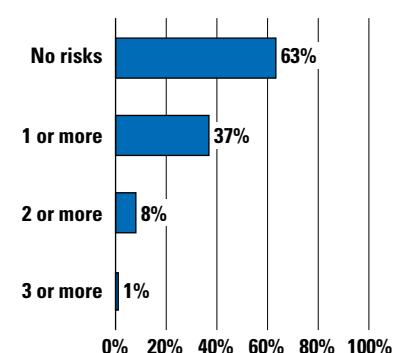
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

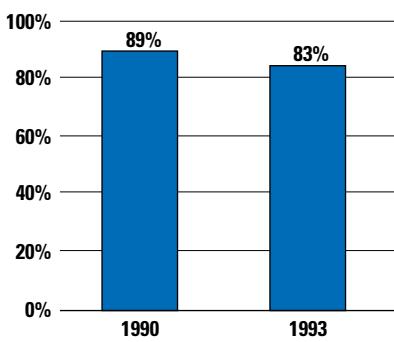


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 50 52
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 757 787
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 39% 37%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 71% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 23 35

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 89% 83%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 6% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 13 13
 - Mathematics 6 6
 - Science 5 6
 - Foreign languages 2 2
 - Civics and government 1 1
 - Economics 1 1
 - Fine arts <1 <1
 - History 11 8

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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OREGON

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 64% 59% ns
 - a teaching certificate in their main teaching assignment 97% 97%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²

— uses of educational technology	46%	—
— methods of teaching subject field	64%	—
— in-depth study in subject field	29%	—
— student assessment	55%	—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 22% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 18% 18%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

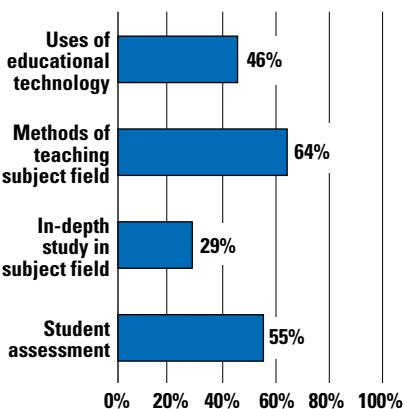
Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week — —
 - work with measuring instruments or geometric solids at least once a week — —

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas

c) who have computers available in their mathematics classroom

d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	41%	44%
– minorities (Blacks, Hispanics, American Indians)	41%	40%
– females	37%	41%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16-65 who scored at or above Level 3 (of 5 levels) in Prose literacy (1990)¹⁸

77% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	73%	78%
b) voting	65%	72%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

54% —

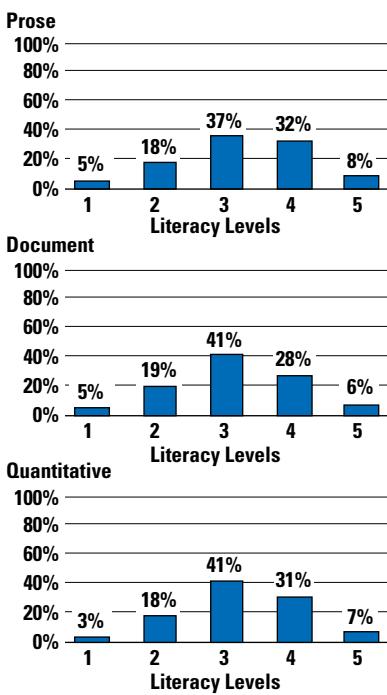
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— —

— —

— —

Adult LiteracyPercentage of all adults aged 16-65 scoring at five literacy levels¹ (1990)

¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Oregon Progress Board, 1990

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

OREGON

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 13% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | |
|-----|-----|
| 37% | 57% |
|-----|-----|

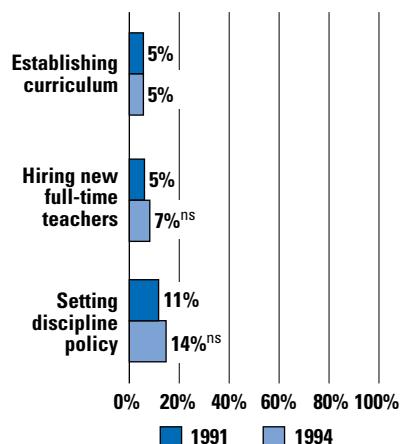
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 19% | 30% |
| 13% | 12% ns |
| 5% | 5% |
| 5% | 7% ns |
| 11% | 14% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

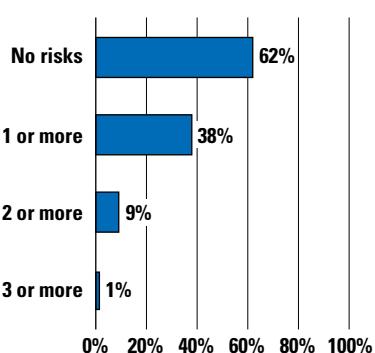
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

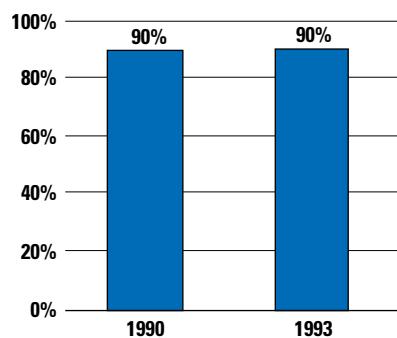


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 71 72
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 797 796
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 39% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 77% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 37 37

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 90% 90%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 4% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 28% 26% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 23%
 - Grade 8 (1990, 1992) 21% 26% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 14 16
 - Mathematics 8 10
 - Science 7 9
 - Foreign languages 2 3
 - Civics and government 2 3
 - Economics 1 2
 - Fine arts <1 1
 - History 10 11

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment
- | | |
|-----|-----|
| 78% | 72% |
| 99% | 99% |

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment
- | | |
|-----|---|
| 43% | — |
| 57% | — |
| 24% | — |
| 50% | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³
- | | |
|-----|---|
| 10% | — |
|-----|---|

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴
- | | |
|-----|-----|
| 20% | 31% |
|-----|-----|

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵
- | | | |
|------------|-----------|-----------------|
| Taiwan=41% | Korea=37% | Switzerland=33% |
| 26% | — | |

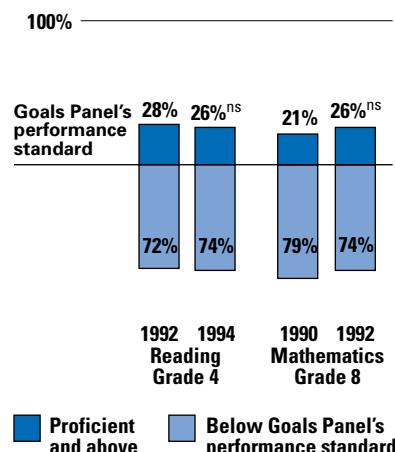
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week (1992)
- | | |
|-----|--------|
| 33% | 41% ns |
| 6% | — |

PENNSYLVANIA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

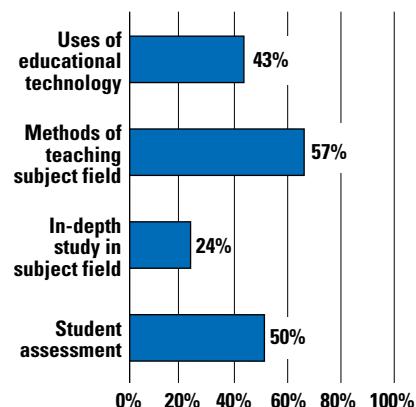
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

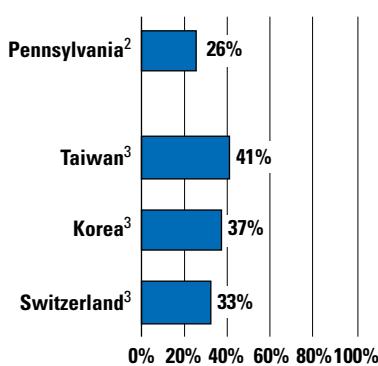
See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

PENNSYLVANIA

Measuring State Progress Toward the Goals and Objectives

International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

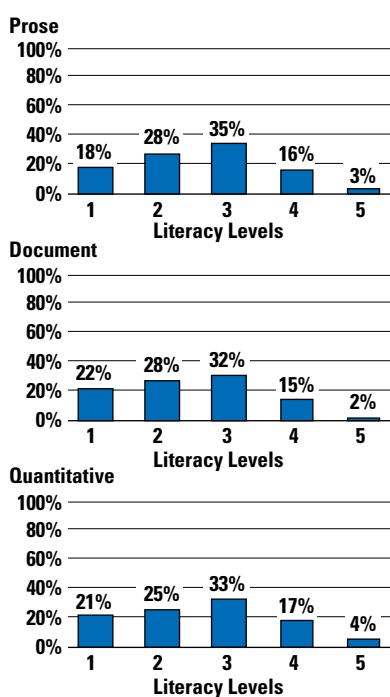
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 48% 48%
- developing reasoning ability to solve unique problems 48% 52% ns
- communicating mathematics ideas 43% 43%

c) who have computers available in their mathematics classroom

15% 14% ns

d) who use calculators in mathematics class at least once a week

28% 46%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 40% 41%
- minorities (Blacks, Hispanics, American Indians) 40% 38%
- females 36% 37%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

54% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 63% 66%
- b) voting 56% 61%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

55% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol — —
- marijuana — —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

PENNSYLVANIA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 13% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 33% | 49% |
|-----|-----|

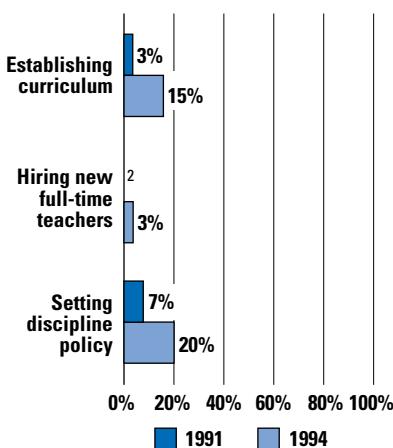
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy
- | | | |
|-----|--------|-----|
| 18% | 21% ns | 15% |
| 13% | 10% ns | 20% |
| 3% | * | 15% |
| * | 3% | 20% |
| 7% | 15% | 20% |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

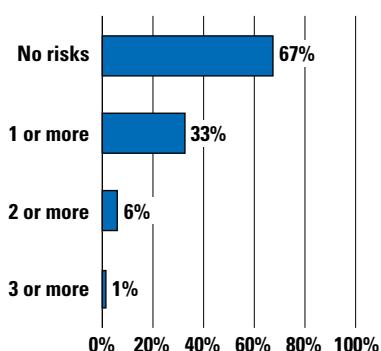
RHODE ISLAND

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

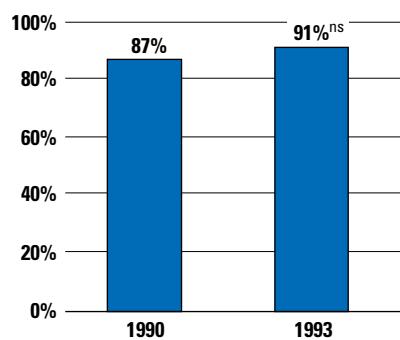


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 62 63
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 868 885
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 36% 33%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 82% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 42 51

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 87% 91% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 5% —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 24% 27% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 14%
 - Grade 8 (1990, 1992) 18% 20% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 18 19
 - Mathematics 10 11
 - Science 7 9
 - Foreign languages 4 5
 - Civics and government 1 2
 - Economics 1 2
 - Fine arts 1 2
 - History 15 17

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

RHODE ISLAND

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment
- | | |
|------|--------|
| 72% | 76% ns |
| 100% | 100% |

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment
- | | |
|-----|---|
| 38% | — |
| 56% | — |
| 22% | — |
| 48% | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³
- | | |
|-----|---|
| 29% | — |
|-----|---|

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴
- | | |
|-----|----|
| 11% | 7% |
|-----|----|

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

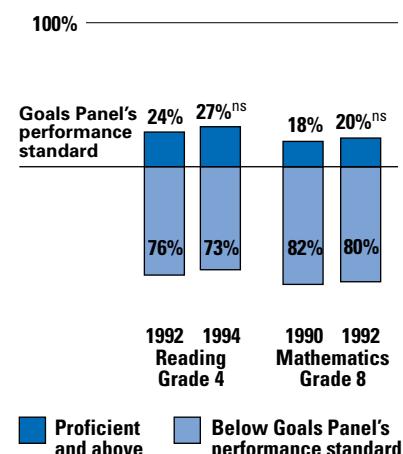
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵
- | | | |
|------------|-----------|-----------------|
| Taiwan=41% | Korea=37% | Switzerland=33% |
| 20% | — | |

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week (1992)
- | | |
|-----|-----|
| 27% | 38% |
| 9% | — |

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

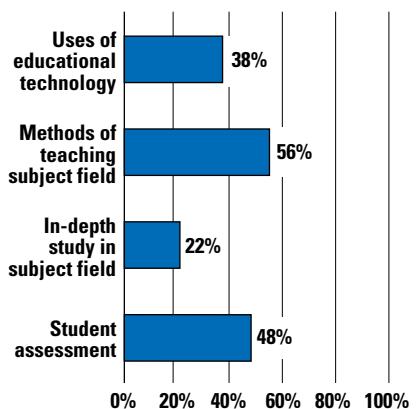
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

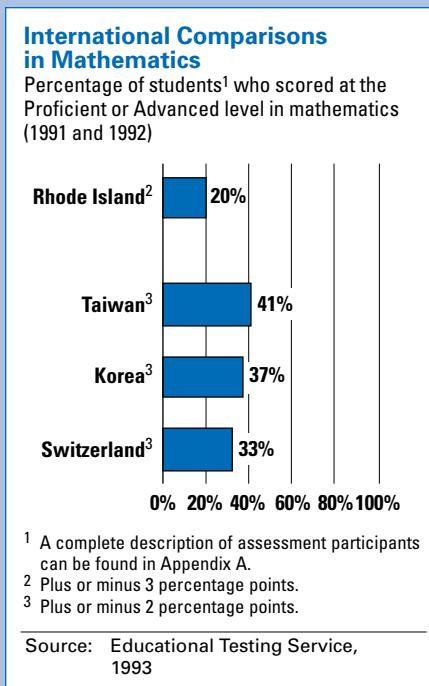
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 43%
 - developing reasoning ability to solve unique problems 43%
 - communicating mathematics ideas 37%
- c) who have computers available in their mathematics classroom 16% 15% ns
- d) who use calculators in mathematics class at least once a week 23% 47%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 34%
 - minorities (Blacks, Hispanics, American Indians) 40%
 - females 31%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 73%
 - b) voting 64%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 64% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² — —

[—] Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

RHODE ISLAND

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 14% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|--------|
| 52% | 43% ns |
|-----|--------|

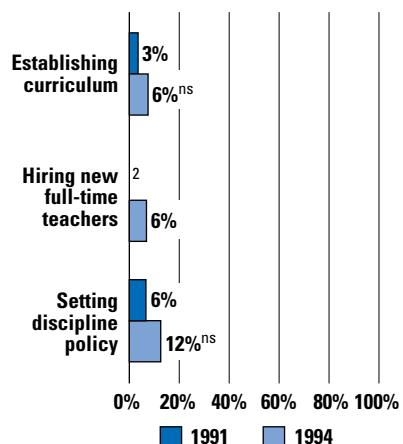
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers (1994)
 - setting discipline policy
- | | |
|-----|--------|
| 20% | 26% ns |
| 11% | 7% ns |
| 3% | 6% ns |
| * | 6% |
| 6% | 12% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

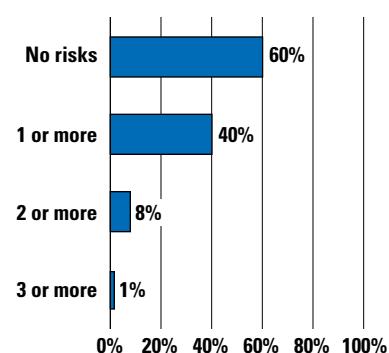
SOUTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

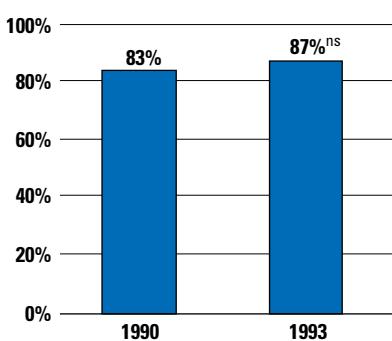


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 87 90
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 688 713
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 43% 40%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 84% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 52 56

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 83% 87% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 19% 16% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 13%
 - Grade 8 (1992) 18%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 21 26
 - Mathematics 14 17
 - Science 12 14
 - Foreign languages 1 1
 - Civics and government 2 3
 - Economics 1 1
 - Fine arts 3 5
 - History 16 17

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 69%
 - a teaching certificate in their main teaching assignment 98%
- 63% ns
95%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 42%
 - methods of teaching subject field 61%
 - in-depth study in subject field 24%
 - student assessment 46%
- —
—
—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 11%
-

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 24%
- 29%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% 18%
-

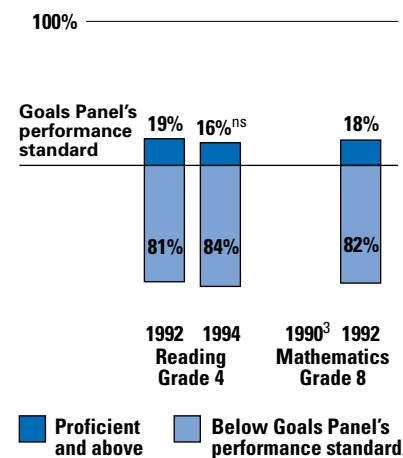
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 47%
 - work with measuring instruments or geometric solids at least once a week 8%
- —

SOUTH CAROLINA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

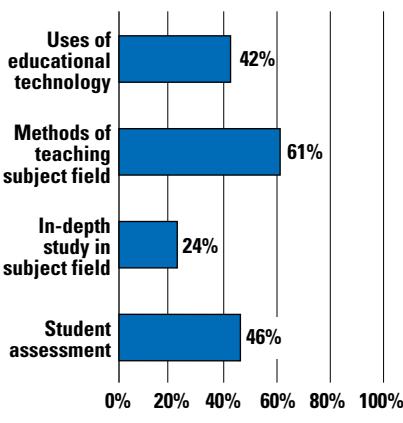
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

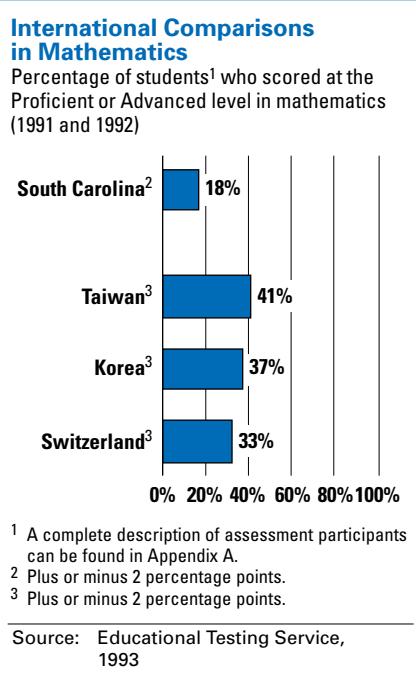
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 36%
 - developing reasoning ability to solve unique problems 51%
 - communicating mathematics ideas 54%
- c) who have computers available in their mathematics classroom 24%
- d) who use calculators in mathematics class at least once a week 47%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 37% 39%
 - minorities (Blacks, Hispanics, American Indians) 36% 38%
 - females 34% 35%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 61% 68%
 - b) voting 50% 59%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 43% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol 8%
 - marijuana 4%
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 25% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

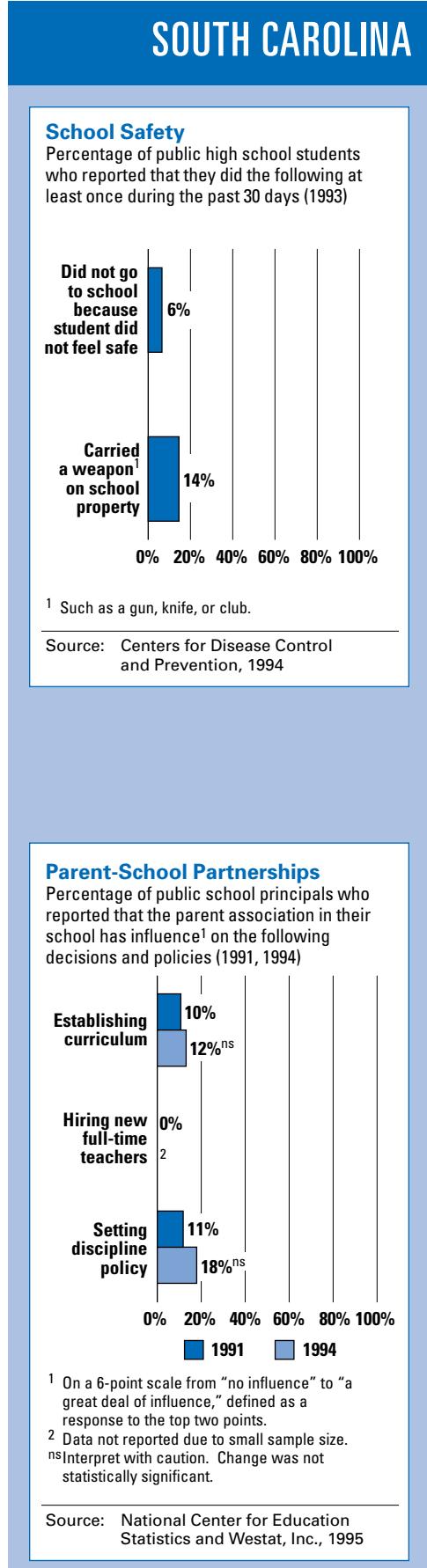
See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1991, 1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	12%	13% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	27%	25% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	6%	—
• Percentage of public high school students who reported 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): ²⁵	10%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) ²⁶	13%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	17%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) ²⁸	37%	49%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	32%	36% ns
– public school principals	22%	27% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	10%	12% ns
– hiring new full-time teachers	0%	*
– setting discipline policy	11%	18% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.



See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 51 52
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 787 790
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 74% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 62 66

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 88% 93% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

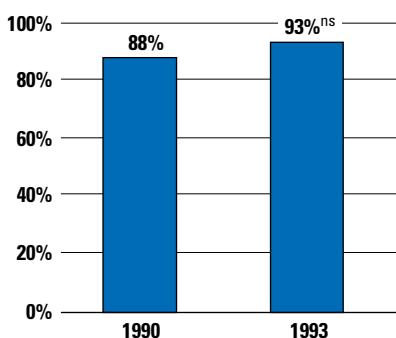
Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

English	3	7
Mathematics	2	3
Science	1	4
Foreign languages	0	<1
Civics and government	<1	2
Economics	0	1
Fine arts	<1	0
History	2	3

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

SOUTH DAKOTA

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 62% 59% ns
 - a teaching certificate in their main teaching assignment 99% 98%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 61%
 - methods of teaching subject field 55%
 - in-depth study in subject field 26%
 - student assessment 45%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 8% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 15% 13% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

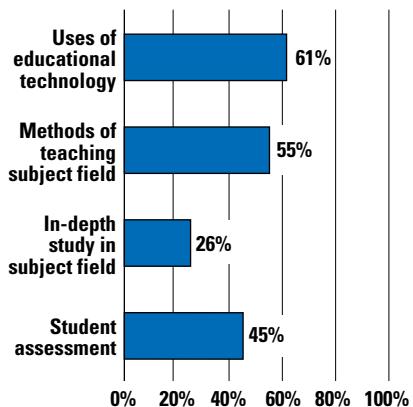
Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week — —
 - work with measuring instruments or geometric solids at least once a week — —

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas

c) who have computers available in their mathematics classroom

d) who use calculators in mathematics class at least once a week

—	—
—	—
—	—
—	—
—	—

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	44%	43%
– minorities (Blacks, Hispanics, American Indians)	30%	34%
– females	36%	37%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

—	—
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Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	80%	80%
b) voting	72%	70% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

—	—
---	---

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	10%	—
– marijuana	4%	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

19%	—
-----	---

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

SOUTH DAKOTA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:

– marijuana	12%	10% ns
– cocaine	2%	3% ns
 - b) Having five or more drinks in a row during the past 30 days
- | | | | |
|----|---|-----|--------|
| b) | Having five or more drinks in a row during the past 30 days | 42% | 44% ns |
|----|---|-----|--------|

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷
- | | | | |
|----|---|-----|---|
| a) | Carried a weapon such as a gun, knife, or club on school property | 10% | — |
| b) | Did not go to school because student did not feel safe | 3% | — |
| | | 6% | — |
| | | 14% | — |
| | | 8% | — |

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | | |
|---|-----|-----|
| student behavior interferes with their teaching | 31% | 40% |
|---|-----|-----|

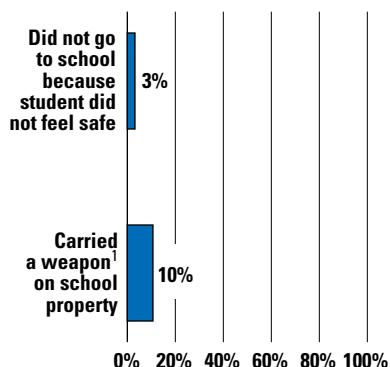
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|--|-----|--------|
| lack of parental involvement in their school was a serious problem | 18% | 18% |
| public school principals | 10% | 11% ns |
| establishing curriculum | 5% | 8% ns |
| hiring new full-time teachers | 2% | 3% ns |
| setting discipline policy | 13% | 14% ns |

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

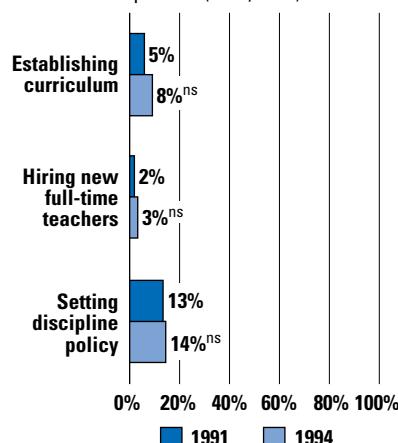


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

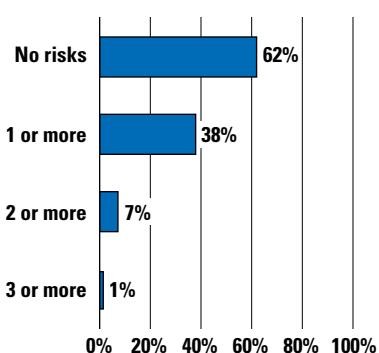
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

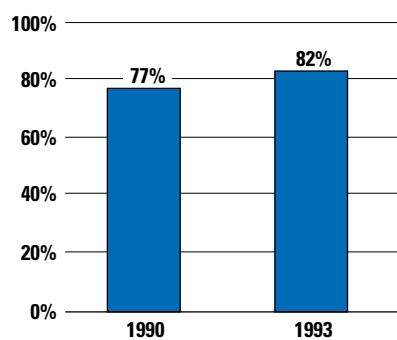


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 82 85
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 776 796
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 38% 38%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 74% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 37 46

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 77% 82%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 20% 22% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 10%
 - Grade 8 (1992) 15%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 14 17
 - Mathematics 7 9
 - Science 6 8
 - Foreign languages 1 1
 - Civics and government 2 2
 - Economics 1 1
 - Fine arts 2 2
 - History 10 13

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

TENNESSEE

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 59% 55% ns
 - a teaching certificate in their main teaching assignment 99% 98% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 56%
 - methods of teaching subject field 66%
 - in-depth study in subject field 25%
 - student assessment 49%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 8% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 23% 27% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

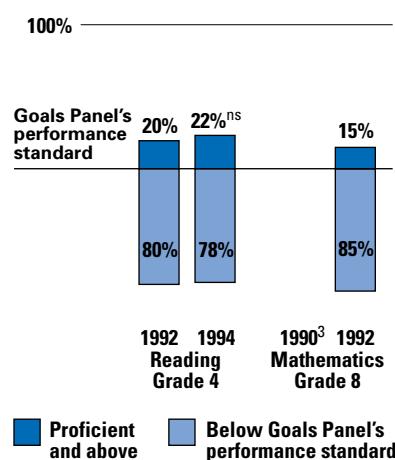
Taiwan=41% Korea=37% Switzerland=33% 15% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 38%
 - work with measuring instruments or geometric solids at least once a week 9%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

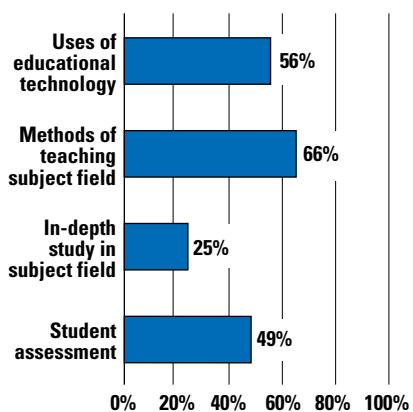
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

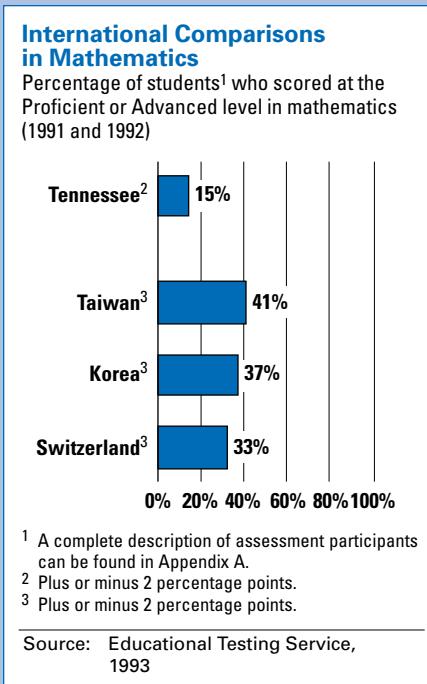
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 42%
- developing reasoning ability to solve unique problems 45%
- communicating mathematics ideas 43%

c) who have computers available in their mathematics classroom 18%

d) who use calculators in mathematics class at least once a week 37%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 36% 39%
- minorities (Blacks, Hispanics, American Indians) 40% 39%
- females 32% 35%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 66% 65% ns
 - b) voting 52% 56% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 46% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol 5% —
 - marijuana 5% —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 22% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

TENNESSEE

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
- Percentage of public high school students who reported 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):²⁵
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸

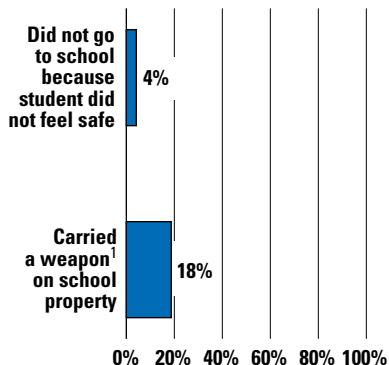
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

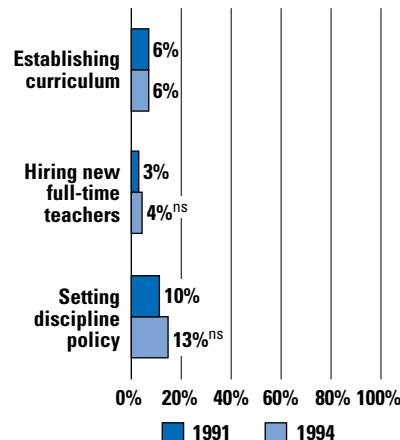


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

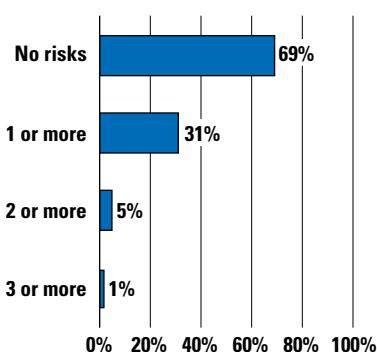
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

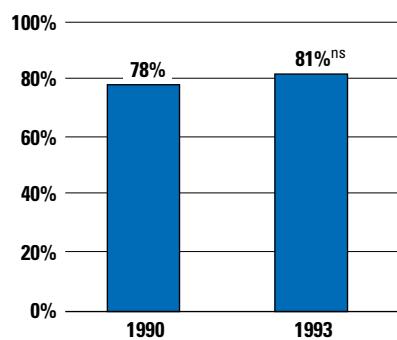


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

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

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 69 70
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 683 703
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 32% 31%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 71% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 29 33

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 78% 81% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ 5% —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 20% 22% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 16%
 - Grade 8 (1990, 1992) 16% 21%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 13 23
 - Mathematics 6 8
 - Science 4 8
 - Foreign languages 3 6
 - Civics and government 2 4
 - Economics 2 3
 - Fine arts <1 1
 - History 4 6

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment
- | | |
|-----|--------|
| 54% | 51% ns |
| 97% | 96% ns |

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment
- | | |
|-----|---|
| 62% | — |
| 75% | — |
| 40% | — |
| 57% | — |

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³
- | | |
|-----|---|
| 28% | — |
|-----|---|

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴
- | | |
|-----|-----|
| 22% | 30% |
|-----|-----|

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵
- Taiwan=41% Korea=37% Switzerland=33%
- | | |
|-----|---|
| 21% | — |
|-----|---|

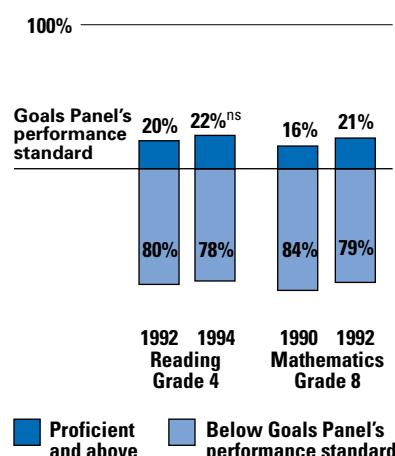
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week (1992)
- | | |
|-----|-----|
| 39% | 55% |
| 8% | — |

TEXAS

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

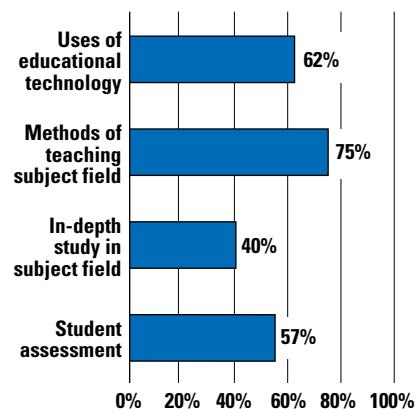
² Interpret with caution. Data are undergoing revision. See Appendix A.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

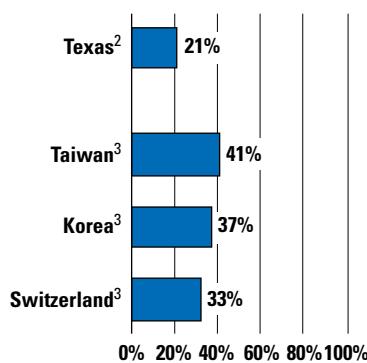
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

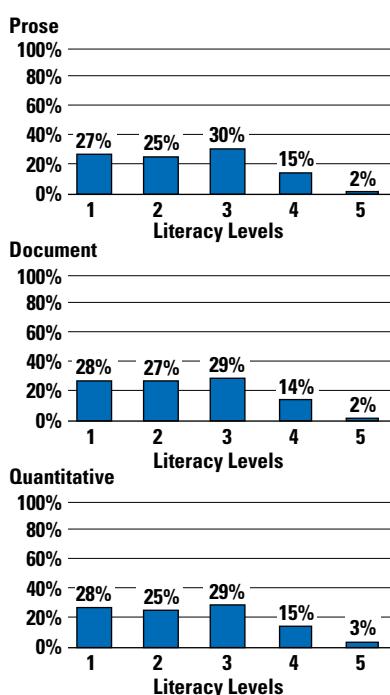
² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 52% 57% ns
- developing reasoning ability to solve unique problems 45% 61% ns
- communicating mathematics ideas 42% 49% ns

c) who have computers available in their mathematics classroom 13% 15% ns

d) who use calculators in mathematics class at least once a week 31% 64%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 34% 37%
- minorities (Blacks, Hispanics, American Indians) 35% 37%
- females 29% 34%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

47% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 71% 71%
- b) voting 58% 61%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰

52% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² — —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

TEXAS

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 14% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸
- | | |
|-----|--------|
| 41% | 46% ns |
|-----|--------|

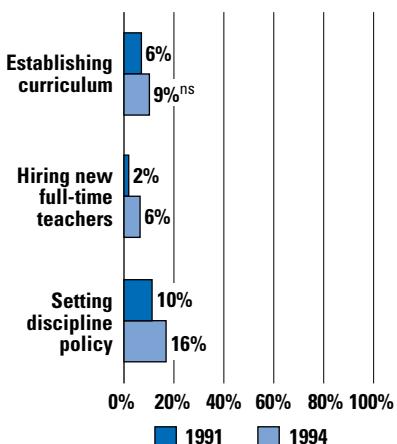
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 32% | 36% ns |
| 22% | 18% ns |
| 6% | 9% ns |
| 2% | 6% |
| 10% | 16% |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

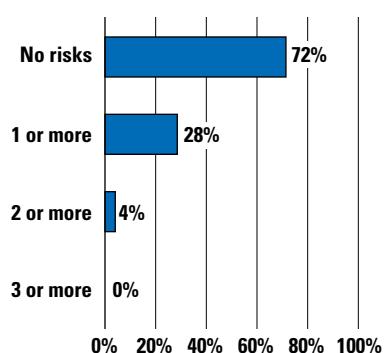
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

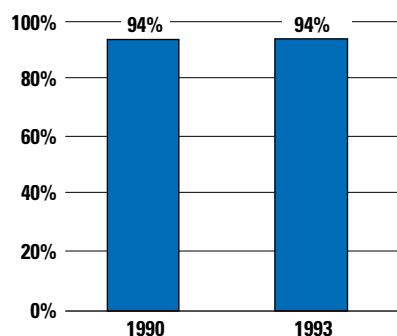


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 57 56
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 842 850
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 29% 28% ns
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 70% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 33 39

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 94% 94%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 26% 25% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 20%
 - Grade 8 (1992) 27%

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 33 40
 - Mathematics 23 28
 - Science 22 30
 - Foreign languages 3 3
 - Civics and government 6 7
 - Economics 1 1
 - Fine arts 9 11
 - History 36 33

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

UTAH

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 68% 62%
 - a teaching certificate in their main teaching assignment 99% 97%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 59%
 - methods of teaching subject field 65%
 - in-depth study in subject field 35%
 - student assessment 43%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 12% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 32% 40%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

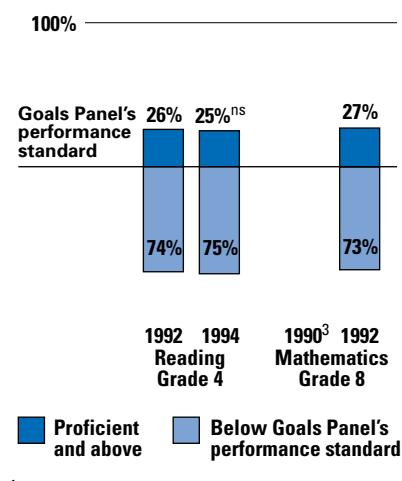
Taiwan=41% Korea=37% Switzerland=33% 27% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 51%
 - work with measuring instruments or geometric solids at least once a week 4%

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

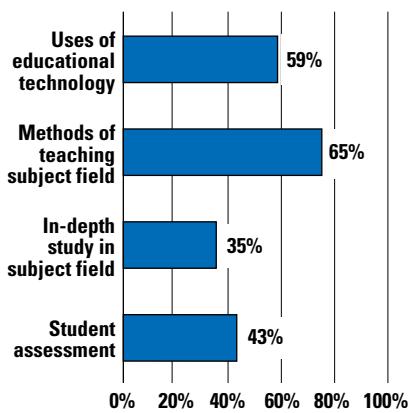
³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

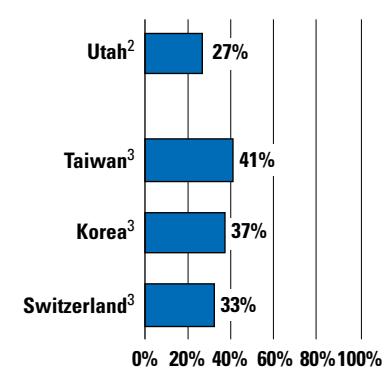
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

² Plus or minus 2 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions 59%
- developing reasoning ability to solve unique problems 49%
- communicating mathematics ideas 36%

c) who have computers available in their mathematics classroom

12% —

d) who use calculators in mathematics class at least once a week

77% —

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- all students 41% 41%
- minorities (Blacks, Hispanics, American Indians) 47% 44%
- females 32% 32%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote 78% 81% ns
- b) voting 72% 74% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 51%

—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- alcohol 6% —
- marijuana 3% —

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²² 19%

—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

UTAH

Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:

	Baseline	Most Recent Update
– marijuana	8%	7% ns
– cocaine	2%	2%
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
- Percentage of public high school students who reported 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):²⁵
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸

GOAL 8: Parental Participation

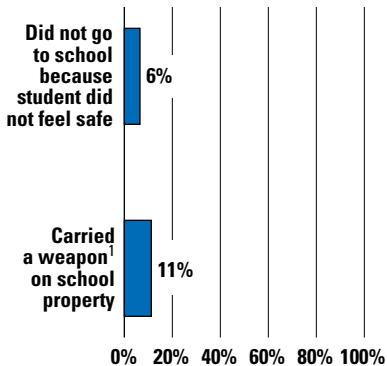
Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

	Baseline	Most Recent Update
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School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

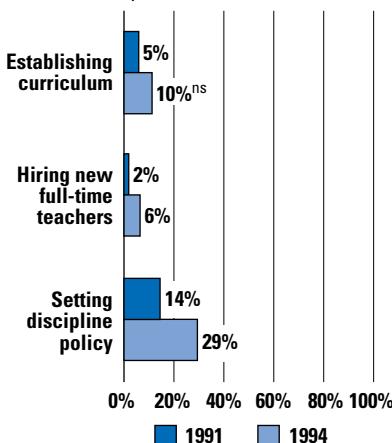


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

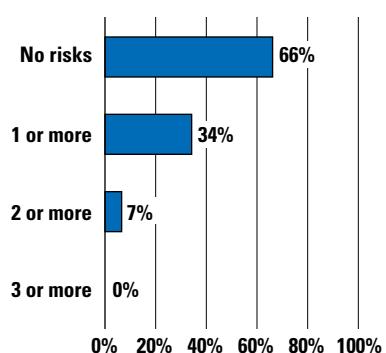
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

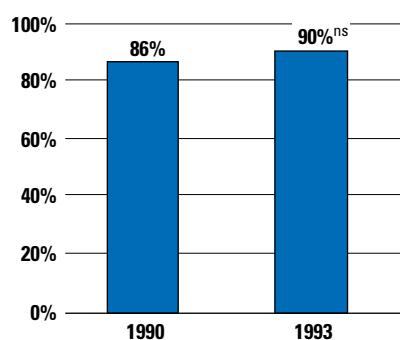


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 53 56
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 824 845
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 38% 34%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 88% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 43 43

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 86% 90% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	18	19
Mathematics	9	9
Science	9	12
Foreign languages	4	4
Civics and government	0	<1
Economics	0	<1
Fine arts	1	2
History	10	8

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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VERMONT

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 71% 73% ns
 - a teaching certificate in their main teaching assignment 99% 98% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²

— uses of educational technology	52%	—
— methods of teaching subject field	62%	—
— in-depth study in subject field	33%	—
— student assessment	51%	—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 23% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 12% 12%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

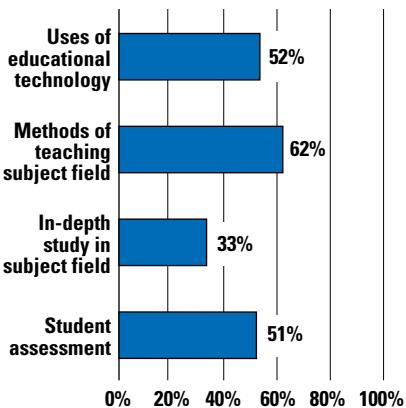
Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week — —
 - work with measuring instruments or geometric solids at least once a week — —

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions
 - developing reasoning ability to solve unique problems
 - communicating mathematics ideas
- c) who have computers available in their mathematics classroom
- d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 44%
 - minorities (Blacks, Hispanics, American Indians) 43%
 - females 40%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 79%
 - b) voting 65%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 54%

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

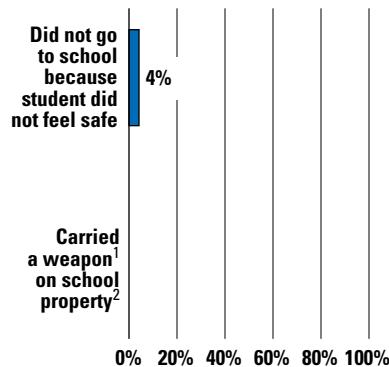
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	19%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	31%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	4%	—
• Percentage of public high school students who reported 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): ²⁵	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) ²⁶	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	15%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) ²⁸	27%	44%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	10%	17%
– public school principals	10%	6% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	3%	7% ns
– hiring new full-time teachers (1994)	*	12%
– setting discipline policy	5%	13%

VERMONT

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



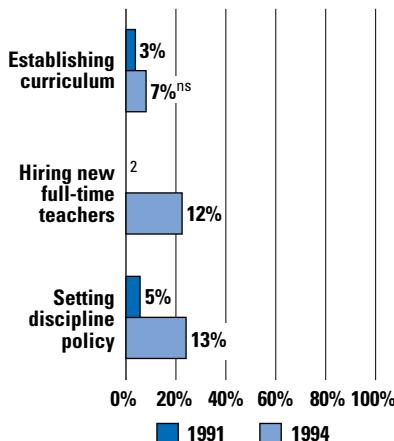
¹ Such as a gun, knife, or club.

² Data not available.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

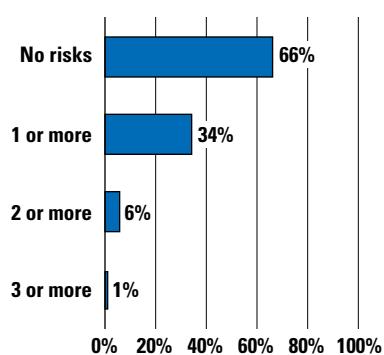
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

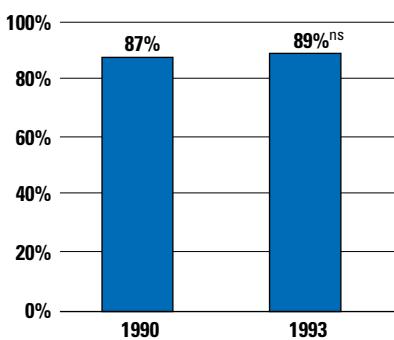


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 72 74
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 800 818
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 35% 34%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 81% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 38 43

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 87% 89% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 28% 23% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 19%
 - Grade 8 (1990, 1992) 21% 23% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 25 30
 - Mathematics 16 18
 - Science 12 19
 - Foreign languages 8 10
 - Civics and government 16 26
 - Economics 1 1
 - Fine arts 2 3
 - History 21 25

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 72% 61%
 - a teaching certificate in their main teaching assignment 97% 96% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 51%
 - methods of teaching subject field 63%
 - in-depth study in subject field 29%
 - student assessment 47%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 11% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 21% 30%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% 23% —

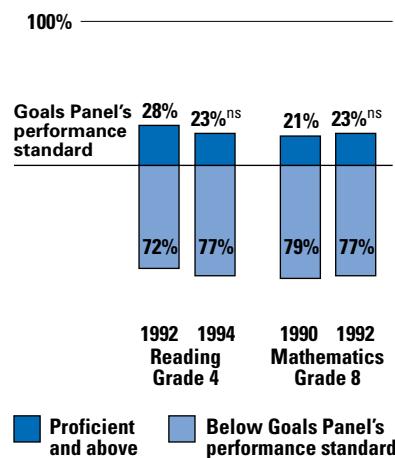
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 48%
 - work with measuring instruments or geometric solids at least once a week (1992) 3%

VIRGINIA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

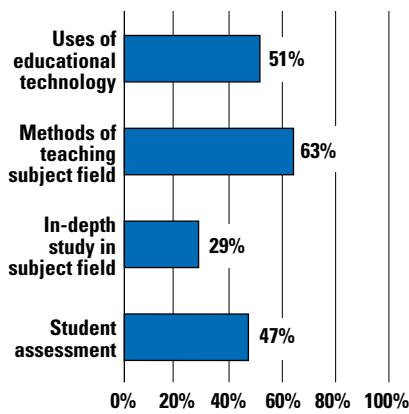
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

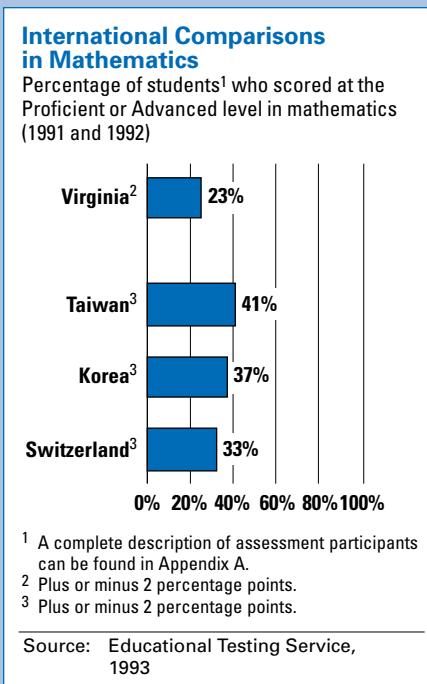
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 52%
 - developing reasoning ability to solve unique problems 46%
 - communicating mathematics ideas 46%
- c) who have computers available in their mathematics classroom 19% 23% ns
- d) who use calculators in mathematics class at least once a week 36% 40% ns

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 44% 48%
 - minorities (Blacks, Hispanics, American Indians) 41% 43%
 - females 39% 44%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 69% 68% ns
 - b) voting 60% 64% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 51% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² — —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

VIRGINIA

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 18% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|-----|
| 32% | 55% |
|-----|-----|

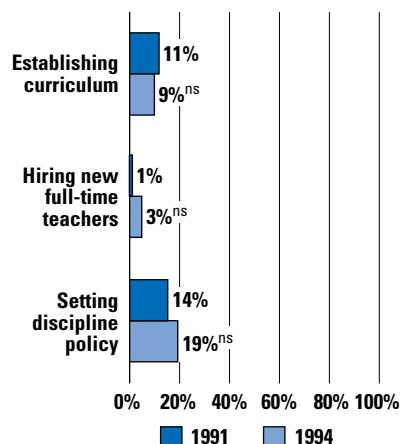
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | |
|-----|-----|----|
| 22% | 28% | ns |
| 10% | 13% | ns |
| 11% | 9% | ns |
| 1% | 3% | ns |
| 14% | 19% | ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

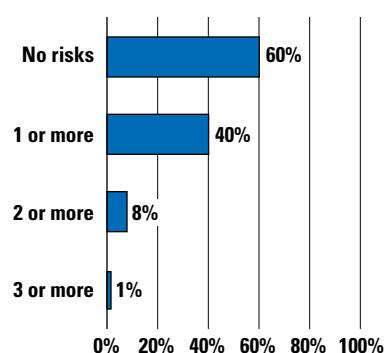
See Appendix A for technical notes and sources.

WASHINGTON

Measuring State Progress Toward the Goals and Objectives

Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

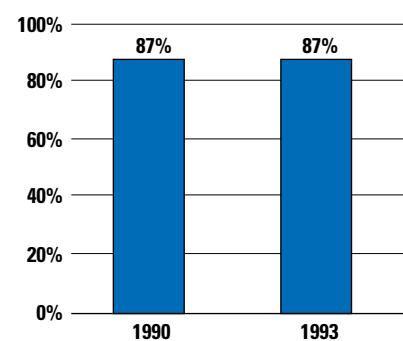


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Baseline
—

Most Recent Update
53
798
34%
74%
43
51
87%
—
—
22%
—
—
13
7
3
2
1
<1
<1
9
13
8
4
1
<1
<1
9

GOAL 1: Ready to Learn

Direct Measures of the Objectives: Children's Health and Nutrition

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 53 53
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 773 798
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 34% 40%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 74% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 43 51

GOAL 2: School Completion

Direct Measure of the Goal: School Completion

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 87% 87%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1994) 22% —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 13 13
 - Mathematics 7 8
 - Science 3 4
 - Foreign languages 2 1
 - Civics and government 1 1
 - Economics <1 <1
 - Fine arts <1 <1
 - History 9 9

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

WASHINGTON

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 65% 61% ns
 - a teaching certificate in their main teaching assignment 99% 95%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 65%
 - methods of teaching subject field 62%
 - in-depth study in subject field 35%
 - student assessment 50%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³ 23% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴ 20% 23% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

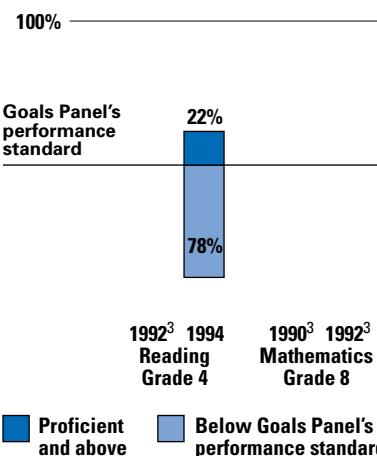
Taiwan=41% Korea=37% Switzerland=33%

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

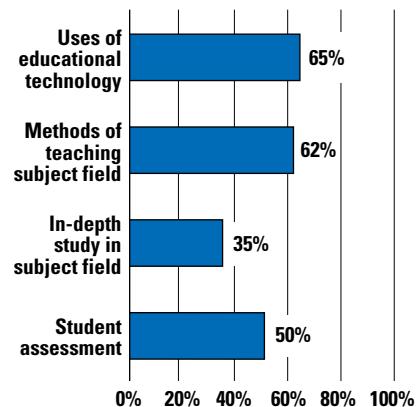
² Interpret with caution. Data are undergoing revision. See Appendix A.

³ Data not available.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas

c) who have computers available in their mathematics classroom

d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	40%	41%
– minorities (Blacks, Hispanics, American Indians)	38%	40%
– females	36%	37%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

69% —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	71%	75% ns
b) voting	64%	69%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

58% —

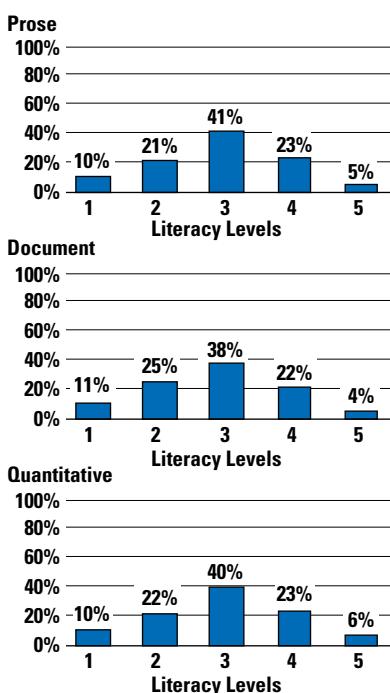
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— —

— —

— —

Adult LiteracyPercentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)

¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

WASHINGTON

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | |
|-----|---|
| 16% | — |
|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | |
|-----|--------|
| 39% | 45% ns |
|-----|--------|

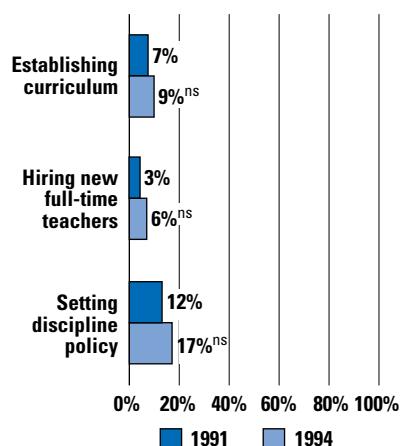
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | |
|-----|--------|
| 22% | 25% ns |
| 16% | 15% ns |
| 7% | 9% ns |
| 3% | 6% ns |
| 12% | 17% ns |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

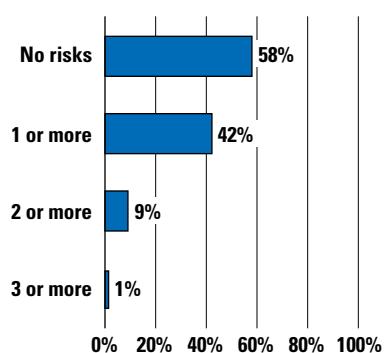
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

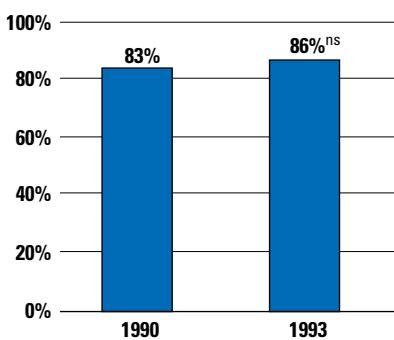


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 71 72
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 734 767
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 43% 42%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 66% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 43 61

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 83% 86% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 22% 22%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 13%
 - Grade 8 (1990, 1992) 12% 13% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	9	14
Mathematics	4	5
Science	3	4
Foreign languages	<1	<1
Civics and government	0	1
Economics	<1	<1
Fine arts	1	<1
History	3	4

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 66% 60% ns
 - a teaching certificate in their main teaching assignment 98% 99% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 50%
 - methods of teaching subject field 67%
 - in-depth study in subject field 29%
 - student assessment 55%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 8% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 16% 15% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

13%

—

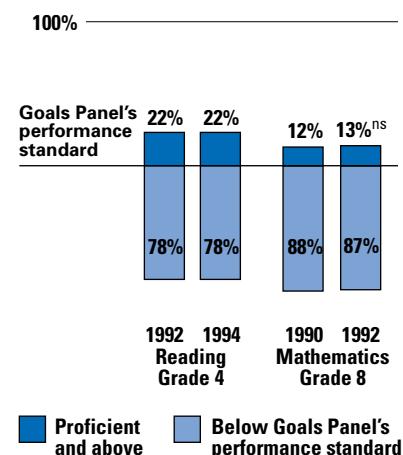
Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week 39% 42% ns
 - work with measuring instruments or geometric solids at least once a week (1992) 3% —

WEST VIRGINIA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

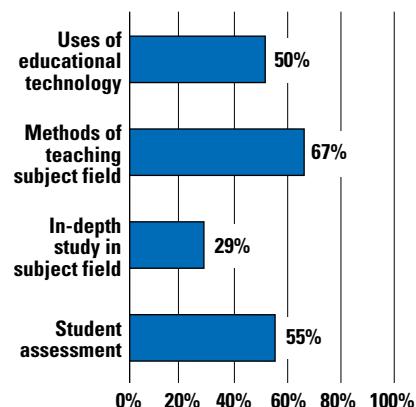
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

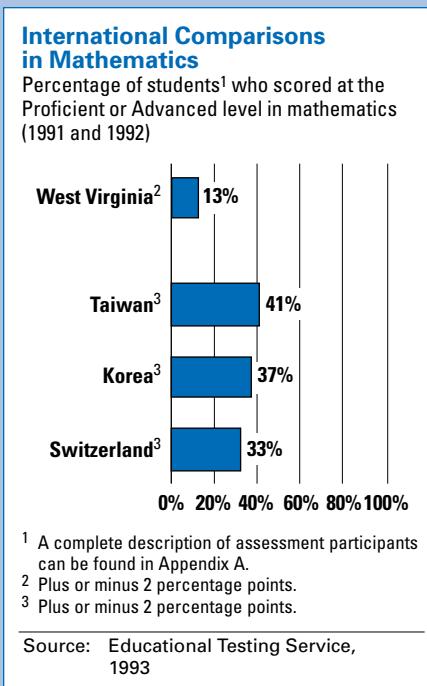
— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 41%
 - developing reasoning ability to solve unique problems 44%
 - communicating mathematics ideas 38%
- c) who have computers available in their mathematics classroom 26% 21% ns
- d) who use calculators in mathematics class at least once a week 24% 43%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 32%
 - minorities (Blacks, Hispanics, American Indians) 31%
 - females 29%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote 65%
 - b) voting 53% 65%

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 49% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol 8%
 - marijuana 5%
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² 26% —

— Data not available.
 ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
 See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
 See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	18% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	42%	39% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	4%	—
• Percentage of public high school students who reported 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): ²⁵	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) ²⁶	17%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	13%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) ²⁸	32%	43%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994): ²⁹		
– public school teachers	23%	27% ns
– public school principals	12%	12%
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994): ³⁰		
– establishing curriculum	8%	5% ns
– hiring new full-time teachers	*	*
– setting discipline policy	8%	15% ns

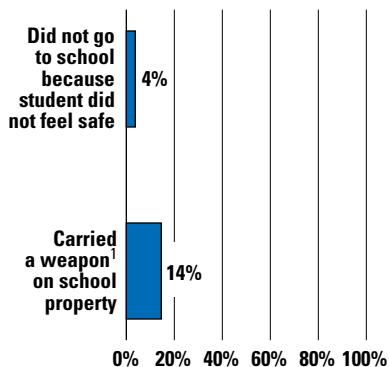
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

WEST VIRGINIA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

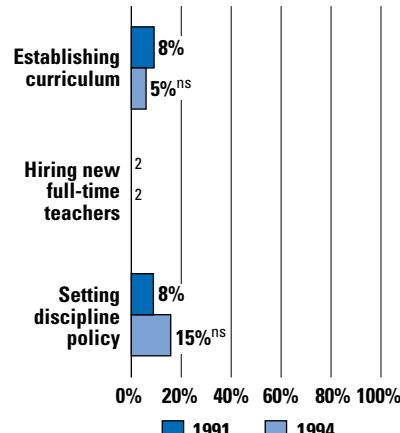


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

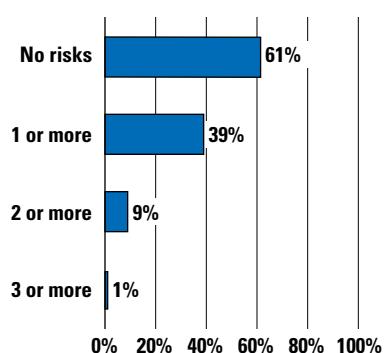
Source: National Center for Education Statistics and Westat, Inc., 1995

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

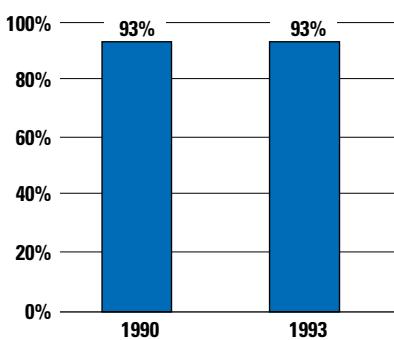


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 59 59
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 817 820
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 42% 39%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 76% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 49 57

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 93% 93%

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 29% 30% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 25%
 - Grade 8 (1990, 1992) 29% 32% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English 7 16
 - Mathematics 6 10
 - Science 4 7
 - Foreign languages 1 2
 - Civics and government 1 2
 - Economics 1 4
 - Fine arts <1 1
 - History 5 9

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 79% 63%
 - a teaching certificate in their main teaching assignment 98% 97% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 50%
 - methods of teaching subject field 58%
 - in-depth study in subject field 29%
 - student assessment 45%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 7% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 12% 18%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

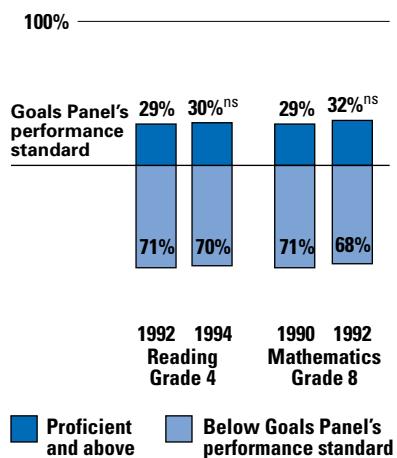
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Baseline	Most Recent Update
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Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

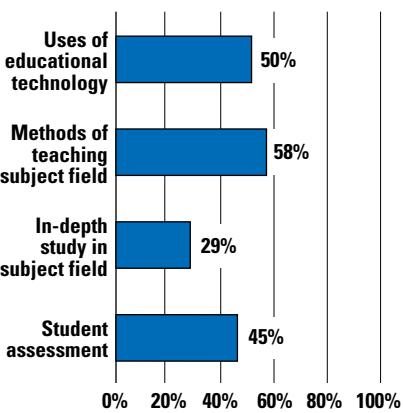
² Interpret with caution. Data are undergoing revision. See Appendix A.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

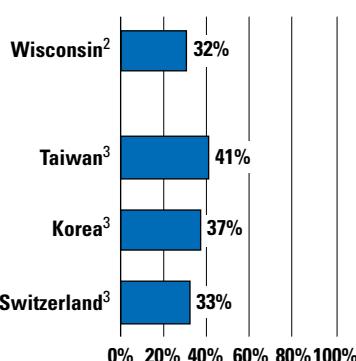
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

WISCONSIN

International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

² Plus or minus 3 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

- | | | |
|---|-----|-----|
| – Algebra and functions | 48% | 48% |
| – developing reasoning ability to solve unique problems | 38% | 52% |
| – communicating mathematics ideas | 24% | 41% |

c) who have computers available in their mathematics classroom

21% 16% ns

d) who use calculators in mathematics class at least once a week

65% 83%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

- | | | |
|--|-----|-----|
| – all students | 41% | 42% |
| – minorities (Blacks, Hispanics, American Indians) | 39% | 40% |
| – females | 36% | 37% |

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- | | | |
|-----------------------|-----|--------|
| a) registered to vote | 86% | 85% ns |
| b) voting | 71% | 76% |

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

62% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

- | | | |
|-------------|----|---|
| – alcohol | 5% | — |
| – marijuana | 4% | — |

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

20% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

WISCONSIN

Overall

- Percentage of public high school students who reported (1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana 11%
 - cocaine 3%
 - b) Having five or more drinks in a row during the past 30 days 29%

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property 9%
 - b) Did not go to school because student did not feel safe 6%
- Percentage of public high school students who reported 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):²⁵ 8%
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶ 16%
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷ 15%

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸ 41% 51%

GOAL 8: Parental Participation

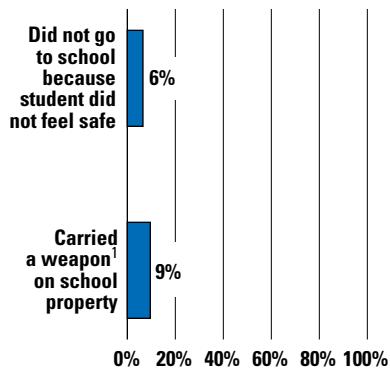
Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers 19%
 - public school principals 9%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum 2%
 - hiring new full-time teachers 1%
 - setting discipline policy 10%

Baseline	Most Recent Update
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School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

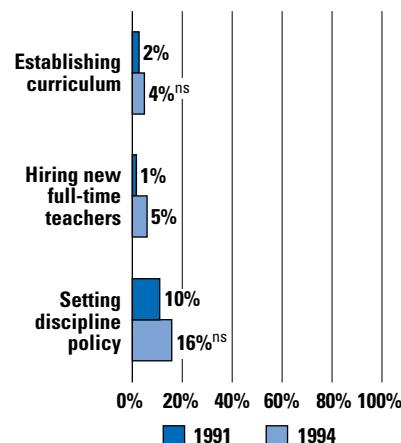


¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

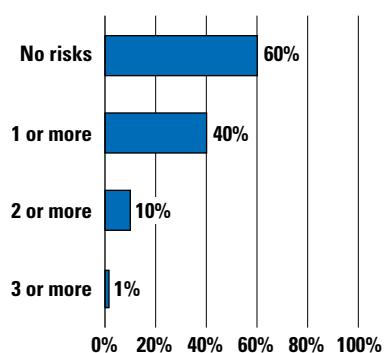
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)

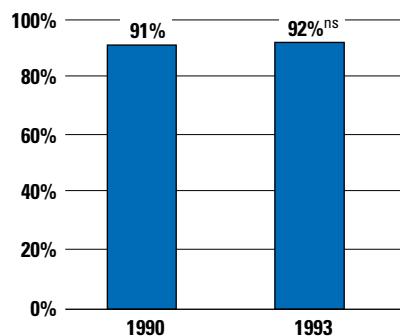


¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (1990, 1993)³



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

³ Uses three-year averages (1989-1991, 1992-1994).

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 74 73
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 806 790
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 41% 40% ns
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ 78% —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ 54 70

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ 91% 92% ns

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 28% 26% ns
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 19%
 - Grade 8 (1990, 1992) 24% 26% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰

Subject Area	1991	1995
English	9	10
Mathematics	7	10
Science	1	3
Foreign languages	<1	1
Civics and government	1	1
Economics	0	<1
Fine arts	0	1
History	1	1

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment 69% 72% ns
 - a teaching certificate in their main teaching assignment 99% 99%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology 56%
 - methods of teaching subject field 53%
 - in-depth study in subject field 30%
 - student assessment 46%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³ 13% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴ 13% 15% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

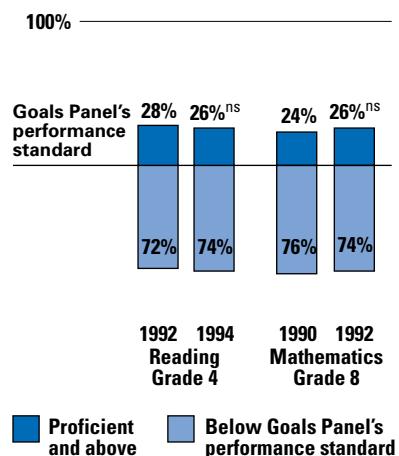
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

Baseline	Most Recent Update
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Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

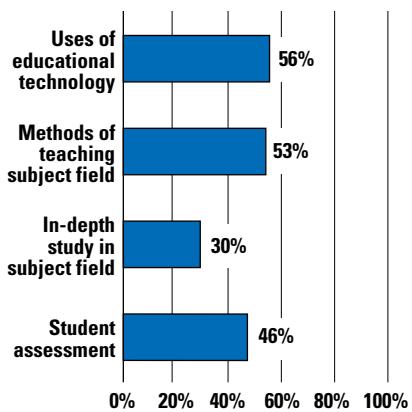
² Interpret with caution. Data are undergoing revision. See Appendix A.

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

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

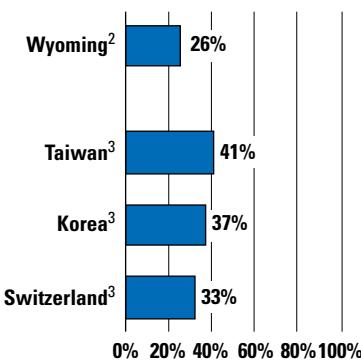
* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information. See Appendix A for technical notes and sources.

International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

² Plus or minus 2 percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	48%	47% ns
– developing reasoning ability to solve unique problems	37%	40% ns
– communicating mathematics ideas	37%	32% ns

- c) who have computers available in their mathematics classroom

25% 18% ns

- d) who use calculators in mathematics class at least once a week

54% 73%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	40%	40%
– minorities (Blacks, Hispanics, American Indians)	43%	33%
– females	35%	33%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	68%	69% ns
b) voting	62%	65% ns

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992):²⁰ 47%

—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	—	—
– marijuana	—	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²²

— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

WYOMING

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
 - Percentage of public high school students who reported 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):²⁵
 - Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
 - Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷
- | | | |
|--|-----|---|
| | 11% | — |
|--|-----|---|

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸
- | | | |
|-----|-----|--|
| 28% | 39% | |
|-----|-----|--|

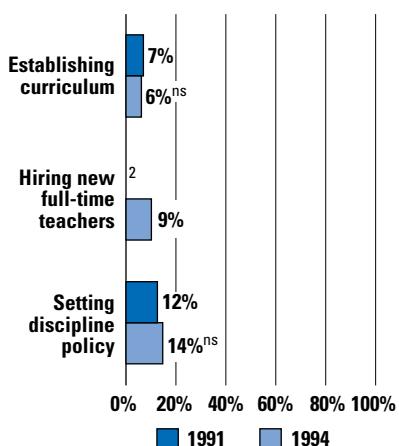
GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
 - Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
- | | | | |
|--|-----|--------|--|
| | 15% | 17% ns | |
| | 7% | 10% ns | |
| | 7% | 6% ns | |
| | * | 9% | |
| | 12% | 14% ns | |

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence¹ on the following decisions and policies (1991, 1994)



¹ On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

² Data not reported due to small sample size.

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

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline

Most Recent Update

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ — —
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² — —
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ — —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ — —

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ — —

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English — —
 - Mathematics — —
 - Science — —
 - Foreign languages — —
 - Civics and government — —
 - Economics — —
 - Fine arts — —
 - History — —

[—] Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

AMERICAN SAMOA

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment

— —

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²

—
—
—
—
—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³

— —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴

— —

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

— —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶

a) whose teachers reported that they do these activities in mathematics class:

- work in small groups at least once a week
- work with measuring instruments or geometric solids at least once a week

— —
— —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions
 - developing reasoning ability to solve unique problems
 - communicating mathematics ideas
- c) who have computers available in their mathematics classroom
- d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students
 - minorities (Blacks, Hispanics, American Indians)
 - females

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote
 - b) voting

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 20%

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol 11%
 - marijuana 6%
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² 14%

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993): ²³		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	23%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993): ²⁴		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	23%	—
• Percentage of public high school students who reported 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): ²⁵	15%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993) ²⁶	39%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994) ²⁷	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994) ²⁸	—	—

GOAL 8: Parental Participation

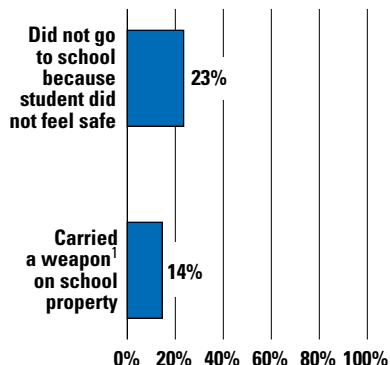
Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

AMERICAN SAMOA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available.
ns Interpret with caution. Change was not statistically significant.

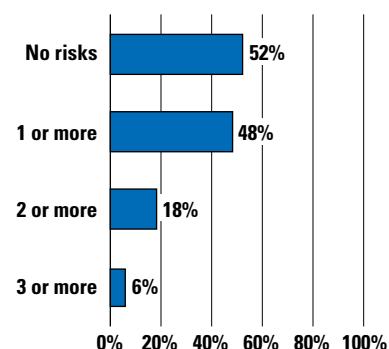
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)



¹ Includes 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.

Source: National Center for Health Statistics and Westat, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 72 77
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 669 609
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 35% 48%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ — —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ — —

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ — —

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) 6% 6%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) 5% 5%
 - Grade 8 (1990, 1992) 7% ns

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English
 - Mathematics
 - Science
 - Foreign languages
 - Civics and government
 - Economics
 - Fine arts
 - History

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33%

— —

— —

— —

7% —

33% 38%

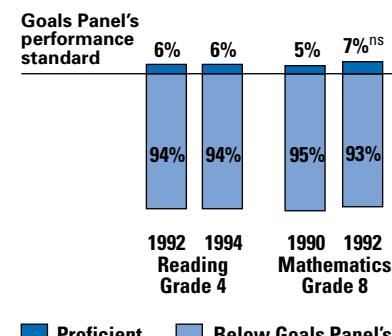
1% —

GUAM

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)

100% —————



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

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

Source: National Center for Education Statistics, 1993 and 1995

— Data not available.

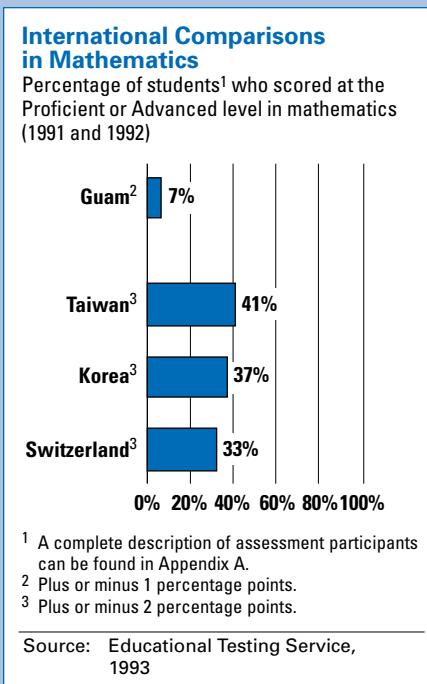
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.



Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions 37%
 - developing reasoning ability to solve unique problems 15%
 - communicating mathematics ideas 19%
- c) who have computers available in their mathematics classroom 13% <1%
- d) who use calculators in mathematics class at least once a week 22% 26%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students 26%
 - minorities (Blacks, Hispanics, American Indians) 0%
 - females 24%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸ — —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote — —
 - b) voting — —

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 51% —

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

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol — —
 - marijuana — —
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²² — —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

GUAM

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
- Percentage of public high school students who reported 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):²⁵
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ — —
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² — —
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ — —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ — —

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ — —

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English — —
 - Mathematics — —
 - Science — —
 - Foreign languages — —
 - Civics and government — —
 - Economics — —
 - Fine arts — —
 - History — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

NORTHERN MARIANAS

Baseline	Most Recent Update
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GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment

— —

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment

— —
— —
— —
— —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³

— —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴

— —

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week

— —
— —

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:
 - Algebra and functions
 - developing reasoning ability to solve unique problems
 - communicating mathematics ideas
- c) who have computers available in their mathematics classroom
- d) who use calculators in mathematics class at least once a week

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷
 - all students
 - minorities (Blacks, Hispanics, American Indians)
 - females

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹
 - a) registered to vote
 - b) voting

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰ 69%

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

NORTHERN MARIANAS

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
- Percentage of public high school students who reported 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):²⁵
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

— Data not available.
ns Interpret with caution. Change was not statistically significant.

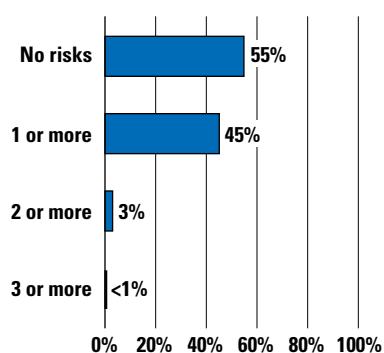
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)



¹ Includes 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.

Source: National Center for Health Statistics and Westat, Inc., 1995

GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 91 94
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 711 764
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ 48% 45%
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ — —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ — —

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ — —

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 8 (1990, 1992) — —
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English
 - Mathematics
 - Science
 - Foreign languages
 - Civics and government
 - Economics
 - Fine arts
 - History

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages. See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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PUERTO RICO

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment

— —

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment

— —
— —
— —
— —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)¹³

— —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994)¹⁴

— —

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶
 - whose teachers reported that they do these activities in mathematics class:
 - work in small groups at least once a week
 - work with measuring instruments or geometric solids at least once a week

— —
— —

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
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Most Recent Update

Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

- Algebra and functions
- developing reasoning ability to solve unique problems
- communicating mathematics ideas

- c) who have computers available in their mathematics classroom

- d) who use calculators in mathematics class at least once a week

—	—
—	—
—	—
—	—
—	—

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	31%	31%
– minorities (Blacks, Hispanics, American Indians)	31%	30%
– females	29%	28%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

—	—
—	—
—	—

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

- a) registered to vote
- b) voting

—	—
—	—
—	—

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

88%	—
—	—

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹
 - alcohol
 - marijuana
- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

—	—
—	—
—	—

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

PUERTO RICO

	Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1991):²³
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine

b) Having five or more drinks in a row during the past 30 days	18%	—
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Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
- Percentage of public high school students who reported 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):²⁵
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)²⁶
- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)²⁷

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)²⁸

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

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GOAL 1: Ready to Learn**Direct Measures of the Objectives: Children's Health and Nutrition**

- Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)¹ 93 89
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)² 469 509
- Percentage of infants born in the state with one or more health risks (1990, 1992)³ — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)⁴ — —

Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)⁵ — —

GOAL 2: School Completion**Direct Measure of the Goal: School Completion**

- Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)⁶ — —

Direct Measure of the Objectives: School Dropouts

- Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)⁷ — —

GOAL 3: Student Achievement and Citizenship**Direct Measures of the Goal: Student Achievement**

- Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:⁸ ▲
 - Grade 4 (1992, 1994) — —
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) 1% 1%
- Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:⁹
 - Grade 4 (1992) — —
 - Grade 8 (1990, 1992) — —

Direct Measure of the Goal: Advanced Placement Performance

- Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):¹⁰
 - English — —
 - Mathematics — —
 - Science — —
 - Foreign languages — —
 - Civics and government — —
 - Economics — —
 - Fine arts — —
 - History — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
See Appendix A.

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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VIRGIN ISLANDS

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):¹¹
 - an undergraduate or graduate degree in their main teaching assignment
 - a teaching certificate in their main teaching assignment



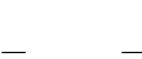
Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹²
 - uses of educational technology
 - methods of teaching subject field
 - in-depth study in subject field
 - student assessment



Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994):¹³



Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported 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, 1994):¹⁴



GOAL 5: Mathematics and Science

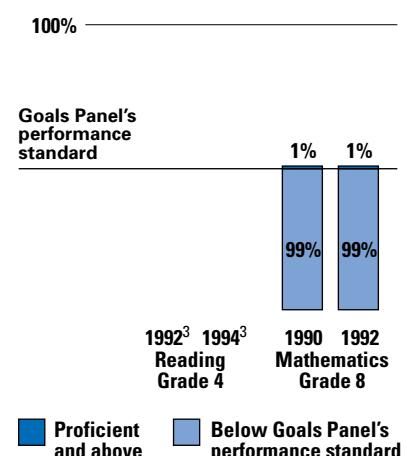
Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41% Korea=37% Switzerland=33% 1% —

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading² and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

² Interpret with caution. Data are undergoing revision. See Appendix A.

³ Data not available.

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

Source: National Center for Education Statistics, 1993 and 1995

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶

a) whose teachers reported that they do these activities in mathematics class:

Activity	1990 (%)	1992 (%)
work in small groups at least once a week	53%	29%
work with measuring instruments or geometric solids at least once a week (1992)	<1%	—

— Data not available.

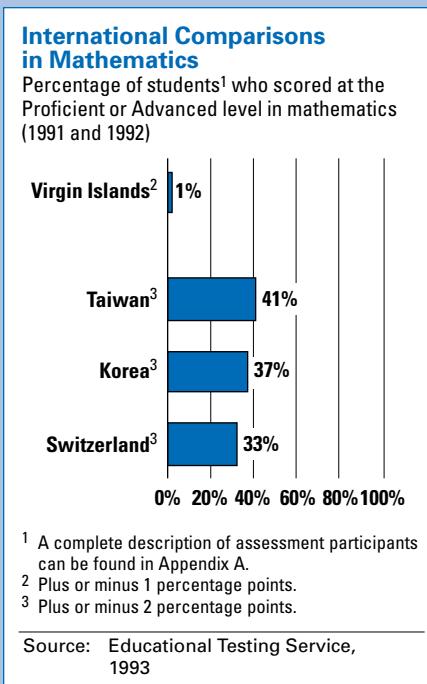
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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Baseline	Most Recent Update
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Mathematics and Science (continued)

- b) whose mathematics teachers heavily emphasize:

– Algebra and functions	47%	25%
– developing reasoning ability to solve unique problems	30%	58%
– communicating mathematics ideas	36%	60%

- c) who have computers available in their mathematics classroom

1% 3%

- d) who use calculators in mathematics class at least once a week

17% 39%

Direct Measure of the Objectives: Degrees in Mathematics and Science

- Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):¹⁷

– all students	25%	20%
– minorities (Blacks, Hispanics, American Indians)	23%	20%
– females	23%	17%

GOAL 6: Adult Literacy and Lifelong Learning**Direct Measure of the Goal: Adult Literacy**

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)¹⁸

— —

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁹

a) registered to vote	—	—
b) voting	—	—

Direct Measure of the Objectives: Postsecondary Enrollment

- Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)²⁰

36% —

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools***At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):²¹

– alcohol	—	—
– marijuana	—	—

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)²²

27% —

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.

See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

Overall

- Percentage of public high school students who reported (1993):²³

a) Using the following at least once during the past 30 days:

- marijuana
- cocaine

b) Having five or more drinks in a row during the past 30 days

Baseline

Most Recent Update

9% —

Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²⁴

a) Carried a weapon such as a gun, knife, or club on school property

12% —

b) Did not go to school because student did not feel safe

9% —

- Percentage of public high school students who reported 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):²⁵

12% —

- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁶

15% —

- Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):²⁷

— —

Direct Measure of the Goal: Disciplined Environments Conducive to Learning

- Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):²⁸

— —

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁹

- public school teachers
- public school principals

— —

- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):³⁰

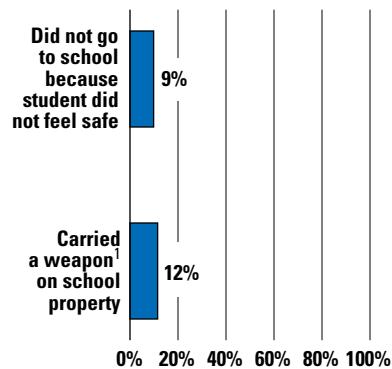
- establishing curriculum
- hiring new full-time teachers
- setting discipline policy

— —

VIRGIN ISLANDS

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



¹ Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available.

ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

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Appendices

2000
1995

A blue right-angled triangle pointing upwards, positioned between the years 2000 and 1995.

Appendix A: Technical Notes and Sources

General Information

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of “sampling” and “nonsampling” errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and

an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates “a” and “b” is:

$$se_{a,b} = \sqrt{se_a^2 + se_b^2}$$

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently, when respondents must estimate values, or when coders, keyers, and other processors handle answers differently, when persons who should be included in the universe are not, or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and thus an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1: Ready to Learn

- ¹ The numbers of cases reported as "not stated" were distributed among the reporting categories.

Source: U.S. Department of Health and Human Services, *Vital Statistics of the United States, 1990 and 1992, Vol. 1, Natality* (Washington, D.C.: National Center for Health Statistics, in press), calculations by Westat, Inc.

- ² Prenatal care refers to the first visit for health care services during pregnancy.

The numbers of cases reported as "not stated" were distributed among the reporting categories.

Source: U.S. Department of Health and Human Services, *Vital Statistics of the United States, 1990 and 1992, Vol. 1, Natality* (Washington, D.C.: National Center for Health Statistics, in press), calculations by Westat, Inc.

- ³ 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 1992 health index varied from a high of 99.78 to a low of 74.28. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1992; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

Source: Nicholas Zill and Christine Winquist Nord of Westat, Inc., developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1992 birth certificate data needed to produce the index, July 1995.

- ⁴ **Source:** Data from the 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 620.

- ⁵ 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 H), 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 1991-92 that ensures a free appropriate 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.

Sources: U.S. Department of Education, *Fourteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act* (Washington, D.C.: Office of Special Education and Rehabilitative Services, 1992), calculations by Westat, Inc.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System, unpublished tabulations prepared by Westat, Inc., October 1994.

Goal 2: School Completion

- ⁶ 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 possess a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance). Because of small sample sizes, the state-level completion data are calculated using three-year averages.

Source: Data from the 1989 through 1994 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1995.

- ⁷ The 1991-92 school year was the first for which states reported school district level data on the numbers and types of dropouts in the Common Core of Data (CCD) Agency Universe Survey. The CCD defined 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. For the 1991-92 school year, 14 states reported data that were considered to meet the CCD standards to allow publication of their dropout data.

Source: Lee M. Hoffman, *State Dropout Data Collection Practices: 1991-92 School Year* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

Goal 3: Student Achievement and Citizenship

8 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 1979-80 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 the Commissioner of 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 judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matter. 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 completed and under way 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 twelfth 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, 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 twelfth grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

In 1992, 43 jurisdictions (states and territories) participated in the 4th grade reading assessments. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan,

did not meet the minimum school participation guidelines for public schools; therefore, their school results were not released. Also, Washington, D.C. withdrew from the Trial State Assessment after the data collection phase. 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.

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised 1994 NAEP *Reading: A First Look* and will be reported in the 1996 *National Education Goals Report*.

Sources: Ina V.S. Mullis, Jay Campbell, and Alan J. Farstrup, *NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Paul Williams, Clyde Reese, Jay Campbell, John Mazzeo, and Gary Phillips, *1994 NAEP Reading: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995), 23.

⁹ See technical notes regarding NAEP and NAGB under footnote 8.

Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 8th graders.

Source: Ina V.S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips, *NAEP 1992 Mathematics Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993), 9-10.

¹⁰ 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.

For this Report:

English includes English Language & Composition and English Literature & Composition; Science includes Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism; Mathematics includes Calculus AB and Calculus BC; History includes U.S. History and European History; Foreign Language includes French Language, French Literature, Spanish Language, Spanish Literature, and German; Fine Arts includes Art History, Studio Art (Drawing and General), and Music Theory; Economics includes Macro-economics and Micro-economics; and Government includes 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 1995 Advanced Placement Examinations, unpublished tabulations, August 1991 and August 1995.

Goal 4: Teacher Education and Professional Development

¹¹ 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.

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 for the 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.

Certificate refers to any certificate including advanced professional, regular or standard, provisional, probationary, temporary, and emergency certificates. Few states require certification of private school teachers.

All secondary teachers, regardless of the subject of their main assignment, were included in the analysis of the percentage of teachers with a credential in their main assignment.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

¹² **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

¹³ **Source:** *Ibid.*

¹⁴ **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 5: Mathematics and Science

¹⁵ International comparisons have been drawn between countries participating in the 1991 International Assessment of Educational Progress (IAEP) and states participating in the 1992 NAEP. Representative samples of 9- and 13-year-old students were tested in mathematics in 20 countries. Those countries decided to adopt the 1990 NAEP objectives in mathematics as a blueprint for the construction of the IAEP mathematics assessment. Even with differences in the target population and timing, there was substantial overlap between the NAEP and the IAEP.

By linking the IAEP scale to the NAEP scale it is possible to predict the percentages of 13-year-olds in each of the 20 countries that participated in the 1991 IAEP in mathematics who would have performed at or above each of the three achievement levels established by the NAGB for U.S. students. These predictions can then be compared with actual performance of U.S. eighth graders in public schools in the 1992 mathematics assessment with respect to these same criteria. For this Report, the highest scoring counties (Korea, Switzerland, and Taiwan) were selected for comparison to the United States. Mathematics data are presented only for the 42 states and territories that participated in the 1992 NAEP. See technical notes for Goal 3 regarding NAEP and NAGB under footnotes 8 and 9.

Source: Peter Pashley and Gary W. Phillips, *Toward World-Class Standards: A Research Study Linking International and National Assessments* (Princeton, N.J.: Educational Testing Service, June 1993), 25-30.

¹⁶ **Source:** National Center for Education Statistics, *Data Compendium for the NAEP 1992 Mathematics Assessment of the Nation and the States* (Washington, D.C.: U.S. Department of Education, May 1993), 488, 501, 447-449, 452-459, 569, 555-556.

¹⁷ Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. Territories. Minorities are defined as Blacks, Hispanics, and American Indians/Alaskan Natives.

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).

Source: Higher Education General Information Survey (HEGIS, 1977, 1979, 1981, and 1985) and the Integrated Postsecondary Education Data System (IPEDS 1987, 1989-92), which are conducted by the National Center for Education Statistics. The data were analyzed by Westat, Inc., using the National Science Foundation's CASPAR Database System, Version 4.4, August 1995.

Goal 6: Adult Literacy and Lifelong Learning

¹⁸ The 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, which range from 0 to 500, are as follows:

Prose literacy – 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.

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 spe-

cialized background knowledge. Some tasks ask readers to contrast complex information.

Document literacy – the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Level 1 – Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

Level 2 – Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.

Level 3 – Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.

Level 4 – Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.

Level 5 – Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.

Quantitative literacy – the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials; for example, balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement.

Level 1 – Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.

Level 2 – Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).

Level 3 – In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed can be determined from the arithmetic relation terms used in the question or directive.

Level 4 – These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operations must be inferred from semantic information given or drawn from prior knowledge.

Level 5 – These tasks require readers to perform multiple operations sequentially. They must disembed the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.

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 16-65 participated in the 1990 Oregon study; in other states which 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.

¹⁹ **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, D.C.: U.S. Government Printing Office, 1989), and unpublished tabulations, calculations by Westat, Inc.

U.S. Department of Commerce, Bureau of the Census, Voting and Registration in the Election of November 1992, Current Population Reports, Series P-20, no. 466 (Washington, D.C.: U.S. Government Printing Office, 1993), and unpublished tabulations, calculations by Westat, Inc.

²⁰ National Center for Education Statistics, *Residence and Migration of First-Time Freshman Enrolled in Higher Education Institutions: Fall 1992*. (Washington, D.C.: U.S. Department of Education, 1995).

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

²¹ The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data. The wording in the survey questions changed between 1990 and 1991, which may account for any significant differences from 1990 to 1991 and from 1990 to 1993.

Source: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

²² See technical note under footnote 21.

Source: *Ibid.*

²³ See technical note under footnote 21.

Sources: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1990* (Atlanta, GA: 1991).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1991* (Atlanta, GA: 1992).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

²⁴ See technical note under footnote 21.

Source: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

²⁵ See technical note under footnote 21.

Source: *Ibid.*

²⁶ See technical note under footnote 21.

Source: *Ibid.*

²⁷ **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

²⁸ See technical note under footnote 11 for 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, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 8: Parental Participation

²⁹ **Sources:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

³⁰ **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Readers interested in further information from data sources presented in *Volume Two* of this Report can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Advanced Placement Program	The College Board	Wade Curry (212) 713-8000
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
National Adult Literacy Survey (NALS)	National Center for Education Statistics (NCES)	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP)	NCES	Gary Phillips (202) 219-1761
Schools and Staffing Survey (SASS)	NCES	Daniel Kasprzyk (202) 219-1588
SASS Teacher Followup Survey	NCES	Sharon Bobbitt (202) 219-1461
Youth Risk Behavior Survey (YRBS)	Centers for Disease Control and Prevention	Laura Kann (404) 639-3311

Readers interested in further analyses from NCES data sources can contact the National Data Resource Center (NDRC) at the National Center for Education Statistics. NCES has established the NDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

Common Core of Data (CCD),
Integrated Postsecondary Education Data System (IPEDS),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty, and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Data Resource Center, write or call:

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Appendix B: Acknowledgements

The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the *1995 National Education Goals Report*. Some served on the Panel's Working Group as staff to Goals Panel members or on advisory groups convened to recommend indicators or to identify strategies to fill in data gaps at the national and state levels. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production. We extend a special thanks to William Christopher, representative of the 1994-95 Chair of the Panel, Governor Evan Bayh of Indiana, for his contributions. We remain appreciative of the good counsel and support we received from all.

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Mihaly Csikszentmihalyi, University of Chicago
Phillip Daro, University of California
Chester Finn, Jr., Hudson Institute
Anne Heald, University of Maryland
David Hornbeck, Philadelphia Public Schools
David Kearns, Xerox Corporation
Richard Mills, Vermont Department of Education
Harold Noah, Teachers College, Columbia University
Claire Pelton, San Jose Unified School District
James Renier, Honeywell Corporation
Sidney Smith, Coalition of Essential Schools/Atlas
James Wilsford, Jim Wilsford Associates, Inc.

Goals 3/5 Higher Education Advisory Group on Standards

Leader: Michael Timpane, Teachers College, Columbia University

Members:

Bob Albright, Educational Testing Service
Michael Behnke, Massachusetts Institute of Technology
Kenneth Boutte, Xavier University
David Conley, University of Oregon
Jon Fuller, National Association of Independent Colleges and Universities
Claire Gaudiani, Connecticut College
Terry Hartle, American Council of Education
Doris Helms, Clemson University
Bob McCabe, Miami-Dade Community College
Arturo Pacheco, University of Texas-El Paso
Paul Ruiz, American Association of Higher Education
Donald Stewart, The College Board
Arthur Wise, National Council for the Accreditation of Teacher Education

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Resource Group Convener: Mark Musick, Southern Regional Education Board

Members:

Paul Barton, Educational Testing Service
Forest Chisman, Southport Institute for Policy Analysis
Peter Ewell, National Center for Higher Education Management Systems
Joy McLarty, American College Testing
William Spring, Federal Reserve Bank of Boston
Thomas Sticht, Applied, Behavioral, and Cognitive Sciences, Inc.
Marc Tucker, National Center on Education and the Economy

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL-AND DRUG-FREE SCHOOLS

Resource Group Convener: John Porter, Urban Education Alliance

Members:

C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Lloyd Johnston, University of Michigan
Ronda Talley, American Psychological Association

Advisors for Resource Group on Safe, Disciplined, and Alcohol- and Drug-free Schools:

Janet Collins, Centers for Disease Control and Prevention

Vincent Giordano, New York City Public Schools
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

Task Force on Disciplined Environments Conducive to Learning

Leader: Ronda Talley, American Psychological Association

Members:

C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health

Advisors for Task Force on Disciplined Environments Conducive to Learning:

Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

GOAL 8: PARENTAL PARTICIPATION

Resource Group Convener: Joyce Epstein, Johns Hopkins University

Members:

Marilyn Aklin, National Coalition of Title 1/Chapter 1 Parents
Ja Net' Crouse, National PTA

Jacquelynne Eccles, University of Michigan
Jane Grinde, Wisconsin Department of Public Instruction
Anne Henderson, National Coalition for Parent Involvement in Education
Thomas Hoffer, National Opinion Research Corporation
Adrian Lewis, National Urban League
Douglas Powell, Purdue University
Jeana Preston, San Diego City Schools
Diane Scott-Jones, Temple University
Ralph Smith, The Annie E. Casey Foundation
Layla Suleiman, Family Resource Coalition
Sherry West, Prevention Partnership (National Head Start Association)

Advisors for Resource Group on Parental Participation:

Kathryn Chandler, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Oliver Moles, U.S. Department of Education

DATA AND REPORTING TASK FORCE

Leader: Rolf Blank, Council of Chief State School Officers

Members:

Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Mark Musick, Southern Regional Education Board
Cecilia Ottinger, Council of Great City Schools

Thomas Soltys, Delaware State Department of Public Instruction
Nicholas Zill, Westat, Inc.

Task Force Advisors:

Patricia Brown, National Governors' Association
Karen Greene, U.S. Department of Labor
Jeanne Griffith, U.S. Department of Education
Mary Rollefson, U.S. Department of Education

TASK FORCE ON EDUCATION NETWORK TECHNOLOGY

Leader: Robert Palaich, Education Commission of the States

Members:

Laura Breeden, U.S. Department of Commerce
John Clement, National Science Foundation
Jan Hawkins, Bank Street College of Education
Robert Kansky, National Academy of Sciences
Pamela Keating, University of Washington
Glenn Kessler, Fairfax County Public Schools, Virginia
Mark Musick, Southern Regional Education Board
Bill Padia, California Department of Education
Nora Sabelli, National Science Foundation
Rafael Valdivieso, Academy for Educational Development, Inc.

Task Force Advisors:

Steven Gould, Congressional Research Service
Gerald Malitz, U.S. Department of Education
Linda Roberts, U.S. Department of Education

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with assistance from

Ann Lasken
Hyong Yi

1995 National Education Goals Report QUESTIONNAIRE

The National Education Goals Panel values your feedback on the documents which comprise the *1995 Goals Report*—the *Core Report*, the *National Data Volume*, and the *State Data Volume*. Please take a few moments to fill out and return this questionnaire so that we can continue to improve future reports. Mail or FAX to:

National Education Goals Panel
1255 22nd Street, NW, Suite 502, Washington, DC 20037
PHONE (202) 632-0952
FAX (202) 632-0957

Name: _____

Organization: _____

Address: _____

Phone: _____ **Fax:** _____

Please Circle As Many As Apply:

Student / Parent / Educator / Business or Community Leader /
Federal, State, or Local Policymaker / Concerned Citizen

1. For what purpose do you use this report?

_____ Very Well _____ Well _____ Poorly _____ Very Poorly

2. How well has the report served that purpose?
3. How do you rate the usefulness of the following parts of each of the documents?
(1 = not very useful and 5 = very useful)

1995 Core Report

- Introduction

1	2	3	4	5	N/A
---	---	---	---	---	-----

- National exhibits

1	2	3	4	5	N/A
---	---	---	---	---	-----

- State data tables

1	2	3	4	5	N/A
---	---	---	---	---	-----

- Information and examples on how family-school partnerships can accelerate progress toward the Goals

1	2	3	4	5	N/A
---	---	---	---	---	-----

- Contact list

1	2	3	4	5	N/A
---	---	---	---	---	-----

1995 National Data Volume

- Introduction

1	2	3	4	5	N/A
---	---	---	---	---	-----

- National exhibits

1	2	3	4	5	N/A
---	---	---	---	---	-----

1995 State Data Volume

- Introduction

1	2	3	4	5	N/A
---	---	---	---	---	-----

- State data tables

1	2	3	4	5	N/A
---	---	---	---	---	-----

4. How can the Panel make the information more useful to you or your organization?
5. The Introduction describes a variety of Goals Panel resources to assist education reform initiatives at the state and community level. Please check if you would like to obtain or receive more information on any of the following:

Inventory of academic standards-related activities _____

The Community Action Toolkit _____

GOAL LINE _____

CD-ROM with Goals Report _____

The Daily Report Card _____

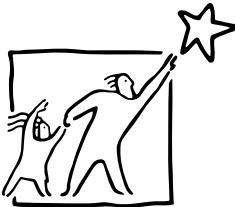
Goals Panel Publication List _____

Other _____

The National Education Goals Panel thanks you for your interest.

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