



DATA FOR  
THE NATIONAL EDUCATION  
GOALS REPORT

Volume Two:  
State Data





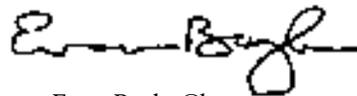
# Foreword

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,  
Governor of North Carolina

Roy Romer,  
Governor of Colorado

John G. Rowland,  
Governor of Connecticut

Christine Todd Whitman,  
Governor of New Jersey

## Members of the Administration

Carol H. Rasco,  
Assistant to the President  
for Domestic Policy

Richard W. Riley,  
Secretary of Education

## Members of Congress

Jeff Bingaman,  
U.S. Senator, New Mexico

Judd Gregg,  
U.S. Senator, New Hampshire

William F. Goodling,  
U.S. Representative, Pennsylvania

Dale E. Kildee,  
U.S. Representative, Michigan

## State Legislators

Anne C. Barnes,  
State Representative, North Carolina

G. Spencer Coggs,  
State Representative, Wisconsin

Robert T. Connor,  
State Senator, Delaware

Douglas R. Jones,  
State Representative, Idaho

# Preface

**P**lanning, 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.



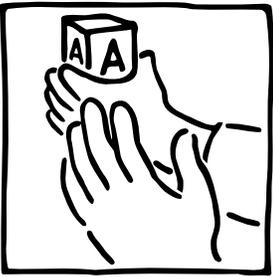
Ken Nelson  
Executive Director  
National Education Goals Panel

# TABLE OF CONTENTS

Foreword .....	Page 3
Preface .....	5
The National Education Goals .....	10
Introduction .....	15
Indicators for the State Volume .....	21
<b>Guide to Reading the State Pages</b> .....	23
Alabama .....	24
Alaska .....	28
Arizona .....	32
Arkansas .....	36
California .....	40
Colorado .....	44
Connecticut .....	48
Delaware .....	52
District of Columbia .....	56
Florida .....	60
Georgia .....	64
Hawaii .....	68
Idaho .....	72
Illinois .....	76
Indiana .....	80
Iowa .....	84
Kansas .....	88
Kentucky .....	92
Louisiana .....	96
Maine .....	100
Maryland .....	104
Massachusetts .....	108
Michigan .....	112
Minnesota .....	116
Mississippi .....	120
Missouri .....	124
Montana .....	128
Nebraska .....	132
Nevada .....	136
New Hampshire .....	140
New Jersey .....	144
New Mexico .....	148
New York .....	152
North Carolina .....	156
North Dakota .....	160
Ohio .....	164
Oklahoma .....	168
Oregon .....	172
Pennsylvania .....	176
Rhode Island .....	180
South Carolina .....	184

South Dakota .....	188
Tennessee .....	192
Texas .....	196
Utah .....	200
Vermont .....	204
Virginia .....	208
Washington .....	212
West Virginia .....	216
Wisconsin .....	220
Wyoming .....	224
American Samoa .....	228
Guam .....	232
Northern Marianas .....	236
Puerto Rico .....	240
Virgin Islands .....	244
<b>Appendix A: Technical Notes and Sources .....</b>	<b>251</b>
<b>Appendix B: Acknowledgements .....</b>	<b>261</b>
<b>National Education Goals Panel Staff .....</b>	<b>267</b>

# The National Education Goals

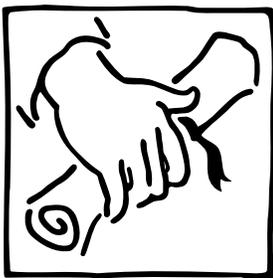


## GOAL 1: Ready to Learn

*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

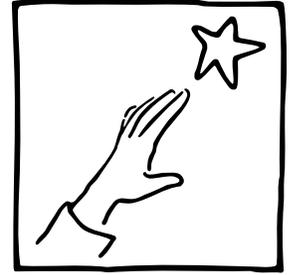
*By the year 2000, the high school graduation rate will increase to at least 90 percent.*

### 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.*

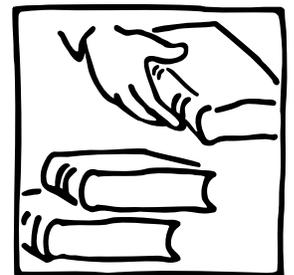


#### Objectives:

- 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

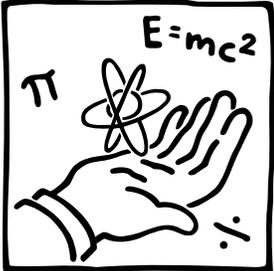
*By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.*



#### 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

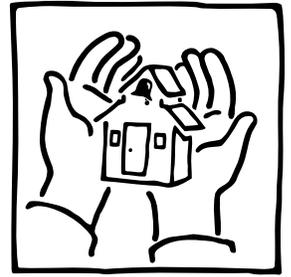
*By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*

### 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.*

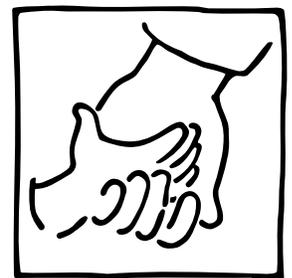


### Objectives:

- 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

**T**he 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,<sup>1</sup> 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.

<sup>1</sup> 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](http://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.

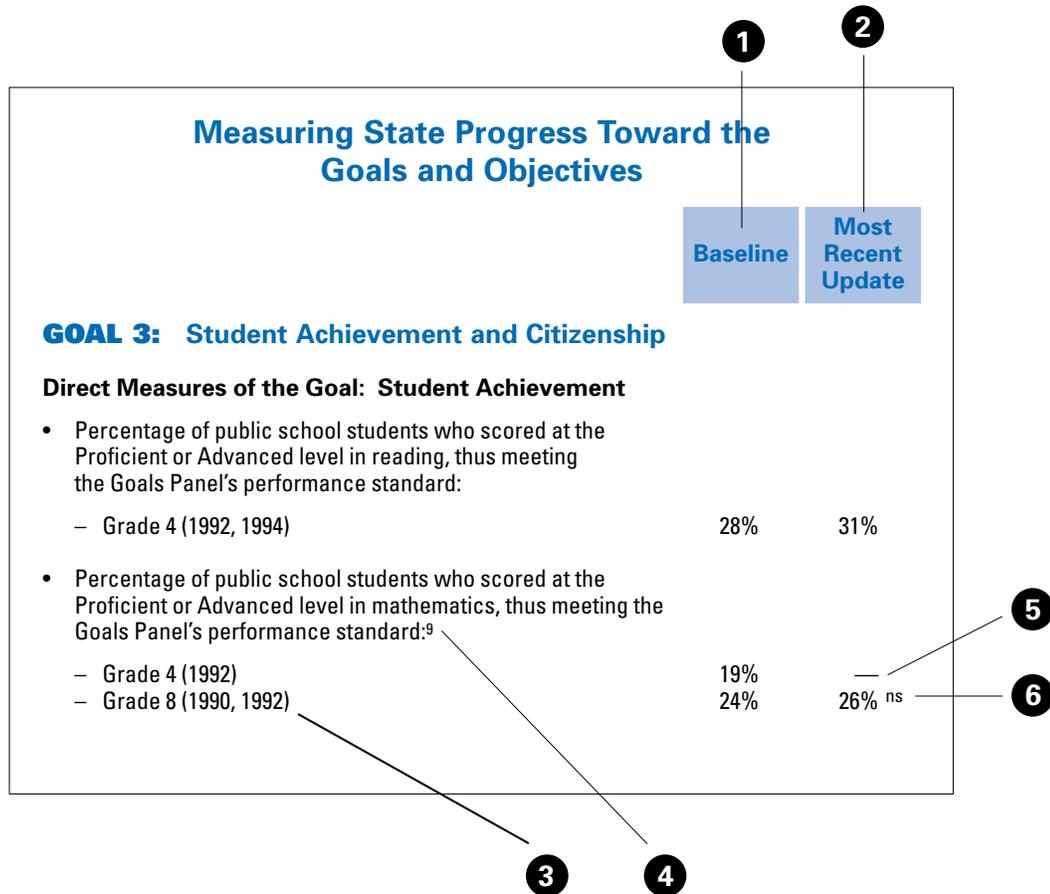
For more information on these documents or online services, please refer to the Questionnaire at the end of this document.



# Indicators for the State Volume



## Guide to Reading the State Pages

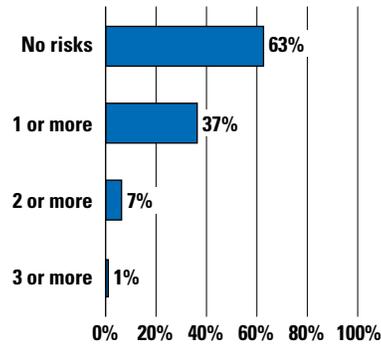


- 1** The **Baseline** year represents our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.
- 2** The **Most Recent Update** year represents the most recent year in which data were collected.
- 3** The date or dates in 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
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

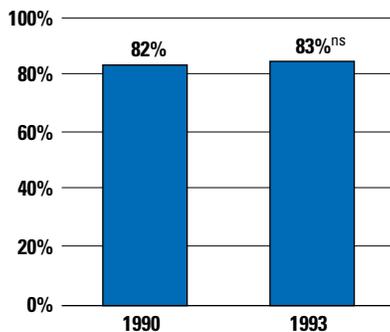


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	84	85
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	735	771
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	39%	37%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	82%	83% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	17%	20% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

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

### 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 25% 23%<sup>ns</sup>

## 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 12% —

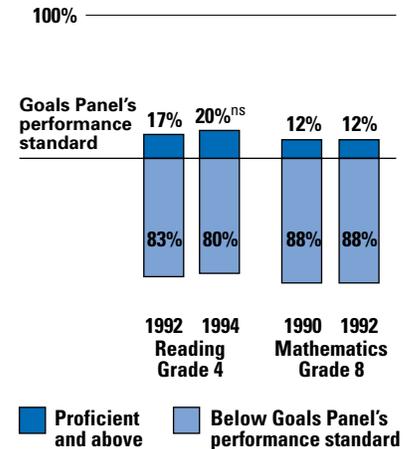
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 34% 45%<sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 5% —

ALABAMA

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

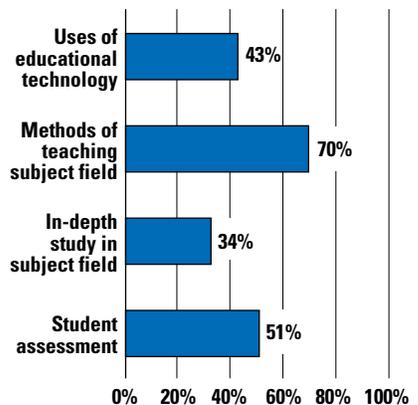


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

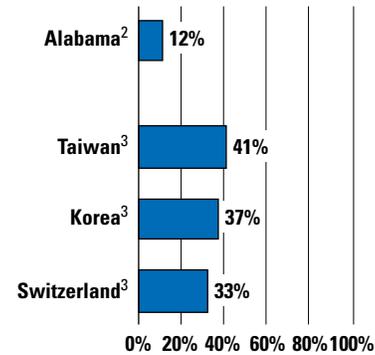
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
    - marijuana 7% 10%<sup>ns</sup>
    - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 40% 54%

## GOAL 8: Parental Participation

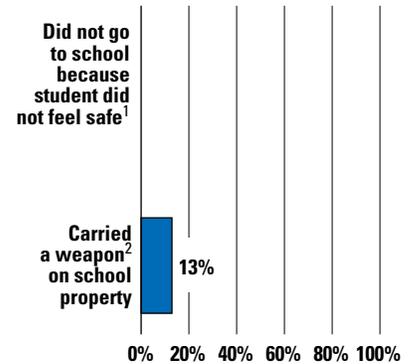
### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):<sup>29</sup>
  - public school teachers 31% 32%<sup>ns</sup>
  - public school principals 15% 17%<sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 9% 7%<sup>ns</sup>
  - hiring new full-time teachers 2% 2%
  - setting discipline policy 9% 16%<sup>ns</sup>

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)



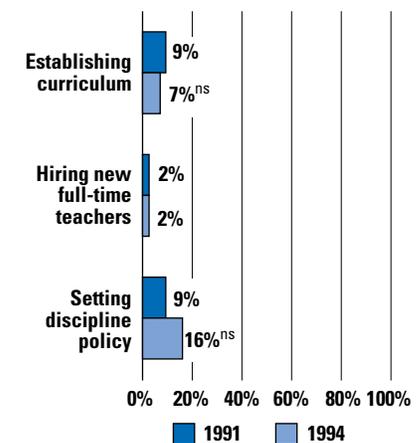
<sup>1</sup> Data not available.

<sup>2</sup> 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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

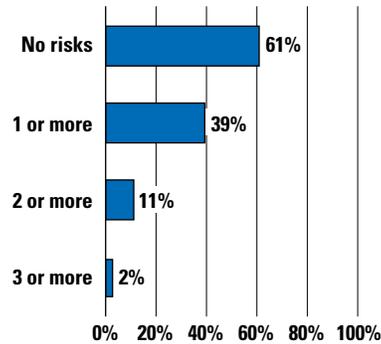
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

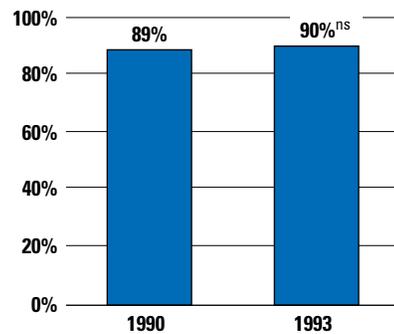


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	48	49
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	800	831
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	37%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	89%	90% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

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

### 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 15% 12% <sup>ns</sup>

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

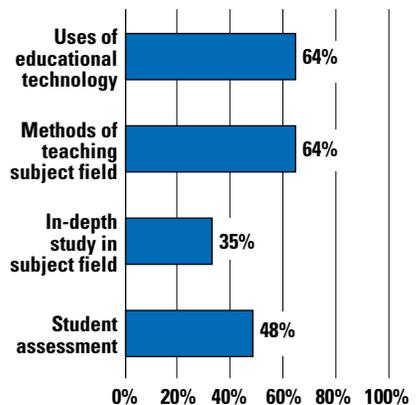
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 — —

### 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.

## Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
<b>Mathematics and Science (continued)</b>		
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	—	—
<b>Direct Measure of the Objectives: Degrees in Mathematics and Science</b>		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993): <sup>17</sup>		
– all students	34%	36%
– minorities (Blacks, Hispanics, American Indians)	34%	28%
– females	28%	31%
<b>GOAL 6: Adult Literacy and Lifelong Learning</b>		
<b>Direct Measure of the Goal: Adult Literacy</b>		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992) <sup>18</sup>	—	—
<b>Direct Measure of the Goal: Citizenship</b>		
• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
a) registered to vote	73%	77% <sup>ns</sup>
b) voting	62%	70%
<b>Direct Measure of the Objectives: Postsecondary Enrollment</b>		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992) <sup>20</sup>	39%	—
<b>GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools</b>		
<b>Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools</b>		
<i>At School</i>		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 35% 46%

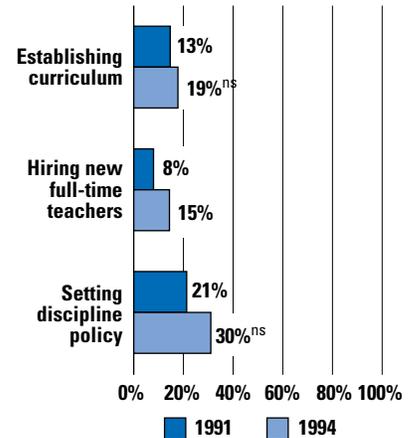
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 25% 32%
  - public school principals 20% 22% 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):<sup>30</sup>
  - establishing curriculum 13% 19% ns
  - hiring new full-time teachers 8% 15%
  - setting discipline policy 21% 30% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.  
<sup>ns</sup> 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.

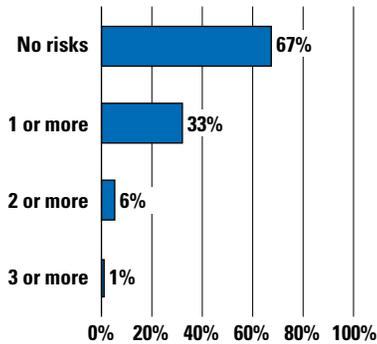
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

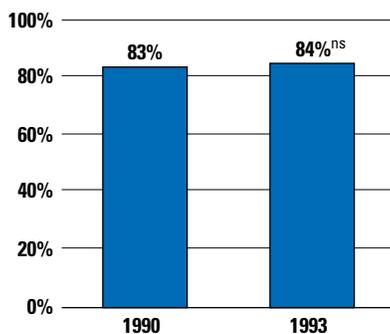


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.  
<sup>2</sup> Includes traditional high school diploma and alternative credential.  
<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).  
<sup>ns</sup> 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) <sup>1</sup>	64	64
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	675	713
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	37%	33%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	83%	84% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) <sup>7</sup>	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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	18%	21% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	16%	19% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

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

### 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 19% —

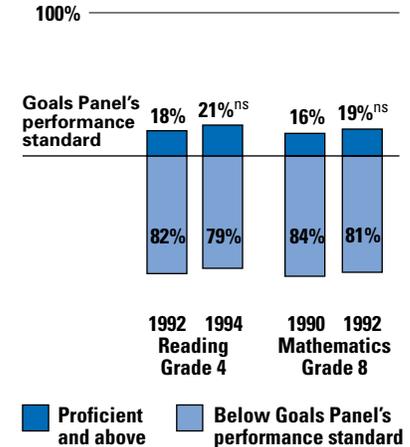
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 61% 56% <sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 8% —

ARIZONA

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

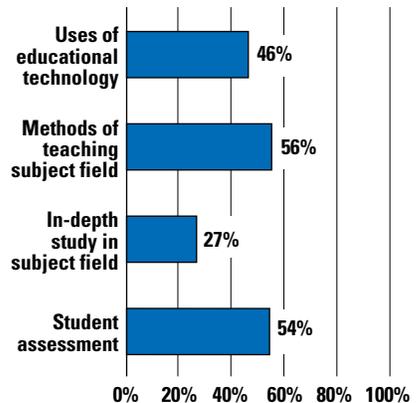


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

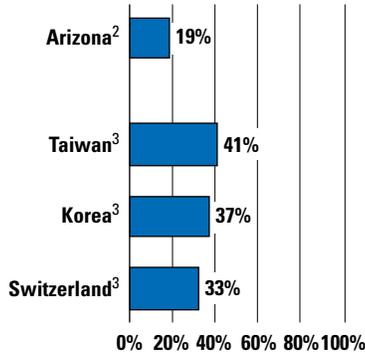
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

– Algebra and functions	51%	50% ns
– developing reasoning ability to solve unique problems	43%	51% ns
– communicating mathematics ideas	38%	43% ns

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):<sup>17</sup>

– all students	26%	35%
– minorities (Blacks, Hispanics, American Indians)	22%	35%
– females	24%	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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

a) registered to vote	66%	75%
b) voting	57%	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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 40% 46% ns

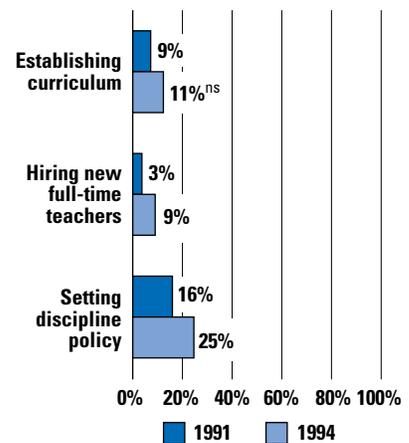
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 36% 37% ns
  - public school principals 21% 16% 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):<sup>30</sup>
  - establishing curriculum 9% 11% ns
  - hiring new full-time teachers 3% 9%
  - setting discipline policy 16% 25%

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

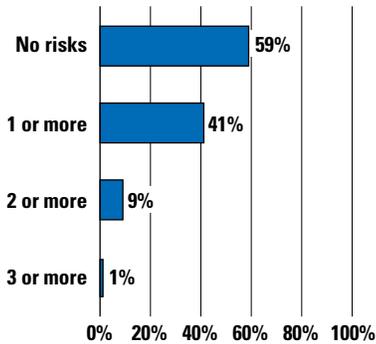
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	82	82
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	708	723
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	42%	41% ns
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	4%	—
---	----	---

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

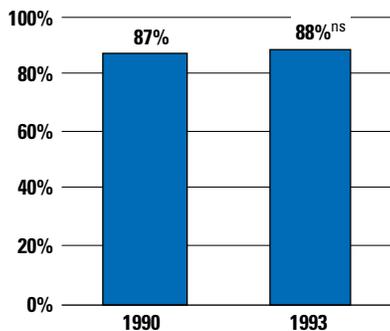
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	20%	20%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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

ARKANSAS

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 15% 14% ns

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

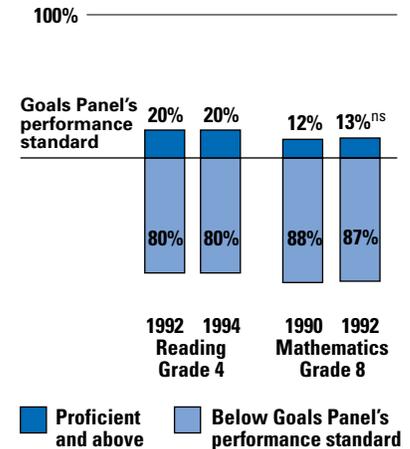
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 13% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) 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% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

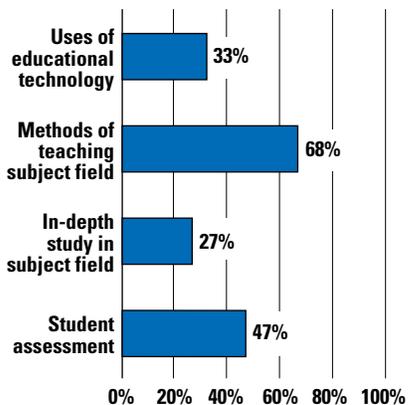


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

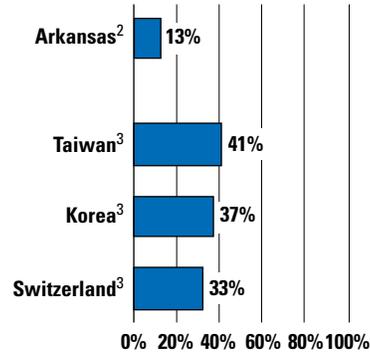
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 34% 45%

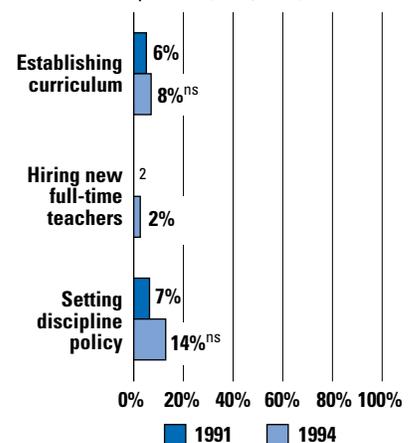
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 30% 29% ns
  - public school principals 20% 22% 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):<sup>30</sup>
  - establishing curriculum 6% 8% ns
  - hiring new full-time teachers \* 2%
  - setting discipline policy 7% 14% ns

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>2</sup> 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) <sup>1</sup>	58	59
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	723	751
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	5%	—
---	----	---

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

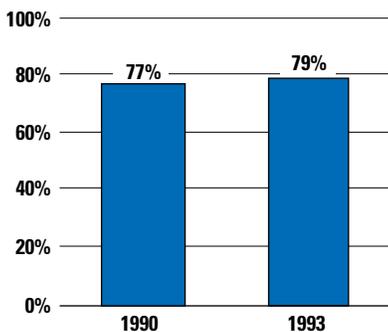
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	17%	14% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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

CALIFORNIA

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

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

### 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 31% 35%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

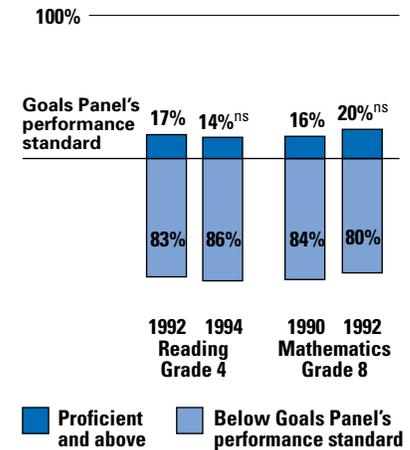
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 20% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 59% 62%<sup>ns</sup>
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

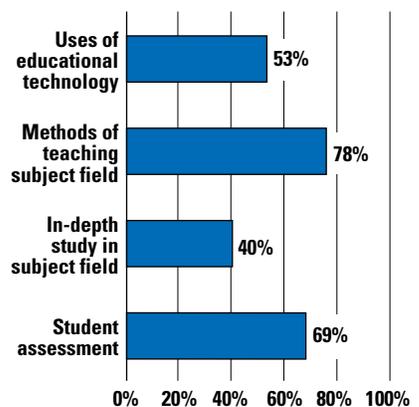


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

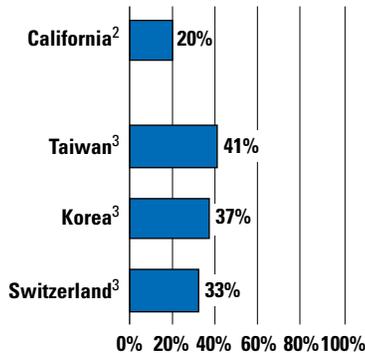
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

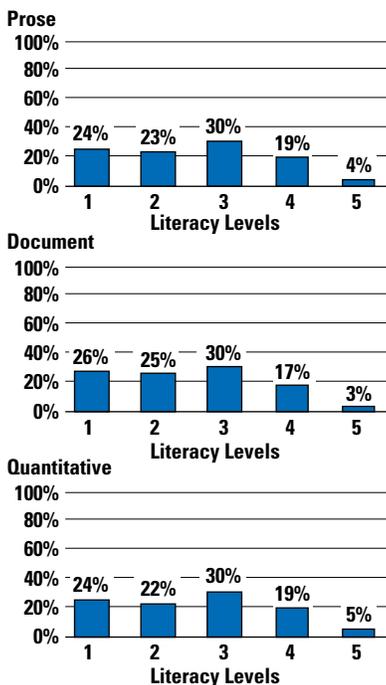
<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> 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 levels<sup>1</sup> (1992)



<sup>1</sup> 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	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):<sup>17</sup>

– 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)<sup>18</sup>

53%	—
-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 43% 43%

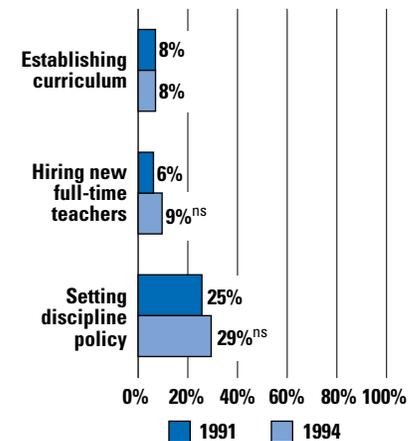
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 32% 32%
  - public school principals 20% 11%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 8% 8%
  - hiring new full-time teachers 6% 9%<sup>ns</sup>
  - setting discipline policy 25% 29%<sup>ns</sup>

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

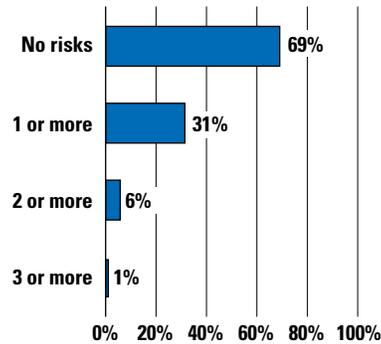
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

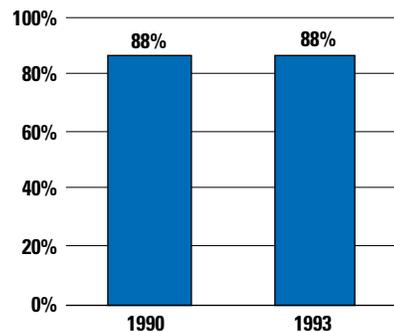


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	80	85
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	778	790
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	33%	31%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	22%	23% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 26% —

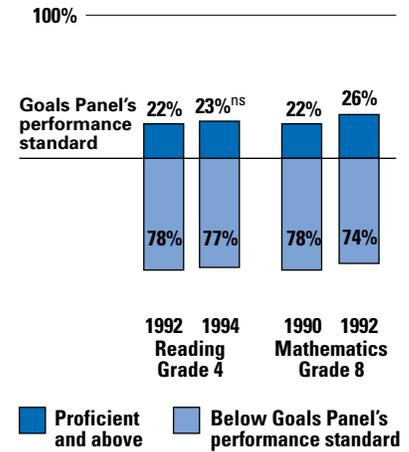
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 69% 56%
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

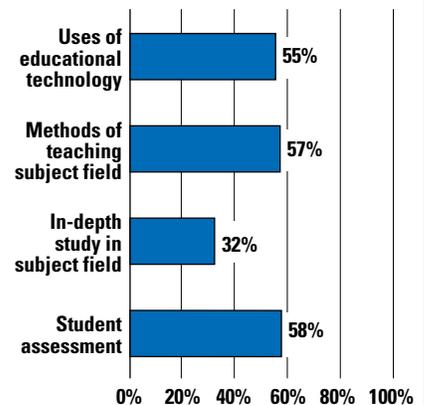


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

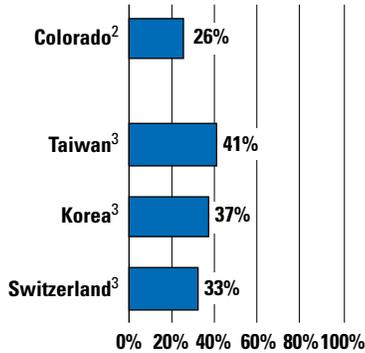
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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

*Overall*

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 40% 49%

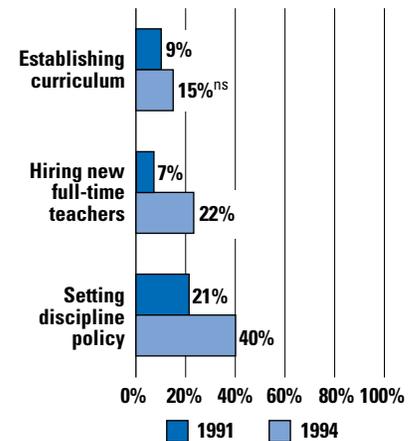
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 25% 26%<sup>ns</sup>
  - public school principals 17% 8%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 9% 15%<sup>ns</sup>
  - hiring new full-time teachers 7% 22%
  - setting discipline policy 21% 40%

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

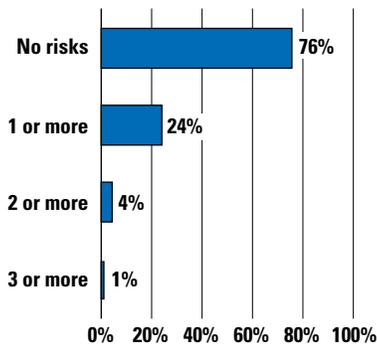
See *1995 Goals Report* for additional information.  
See Appendix A for technical notes and sources.

Baseline

Most Recent Update

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

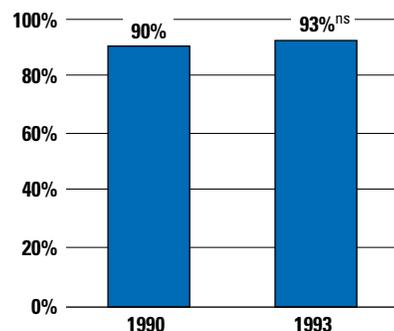


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	66	69
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	849	875
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	25%	24%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	90%	93% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	30%	33% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

CONNECTICUT

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 76% 74%<sup>ns</sup>
  - 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):<sup>12</sup>
  - uses of educational technology 48% —
  - methods of teaching subject field 72% —
  - in-depth study in subject field 39% —
  - student assessment 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)<sup>13</sup> 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)<sup>14</sup> 13% 19%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

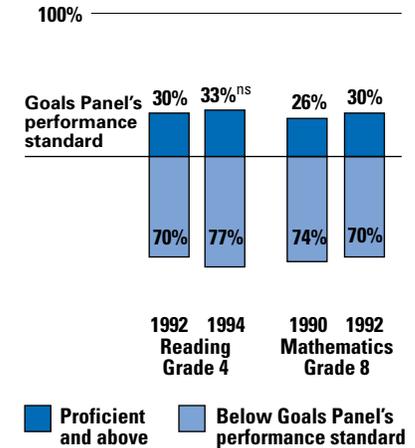
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 30% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

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

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

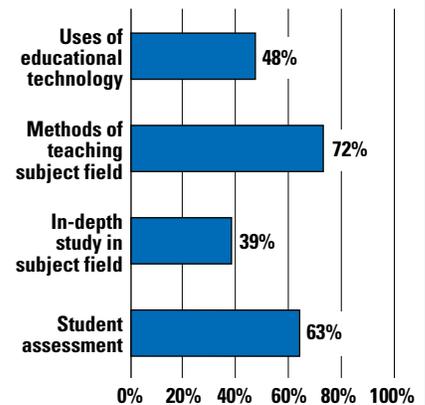


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

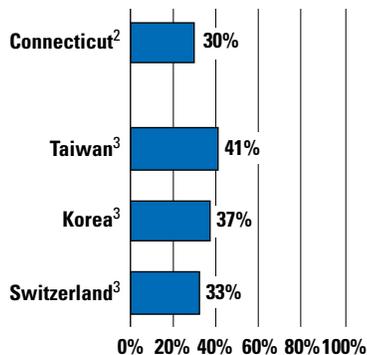
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 36% 47%

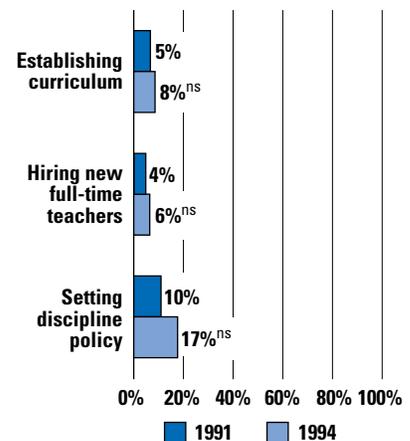
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 19% 21% ns
  - public school principals 9% 7% 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):<sup>30</sup>
  - establishing curriculum 5% 8% ns
  - hiring new full-time teachers 4% 6% ns
  - setting discipline policy 10% 17% ns

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

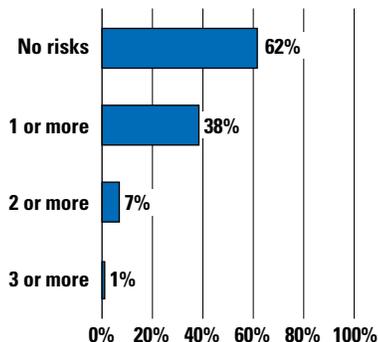
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	76	76
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	795	805
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	40%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	86%	94% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

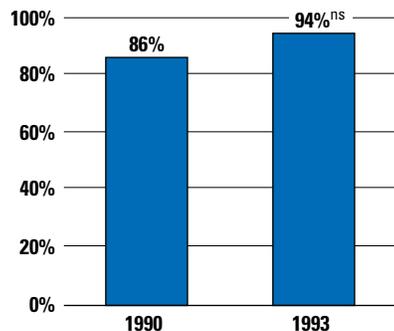
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	21%	19% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in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

#### 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

DELAWARE

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 73% 71%<sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 20% 27%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

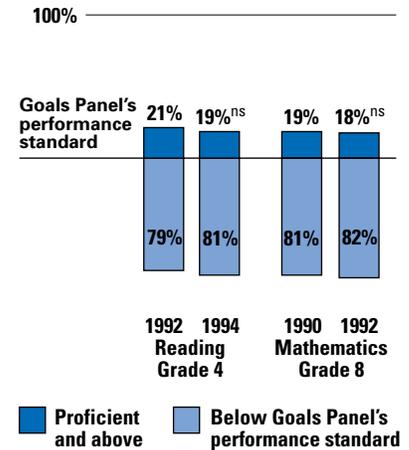
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 18% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 43% 52%
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

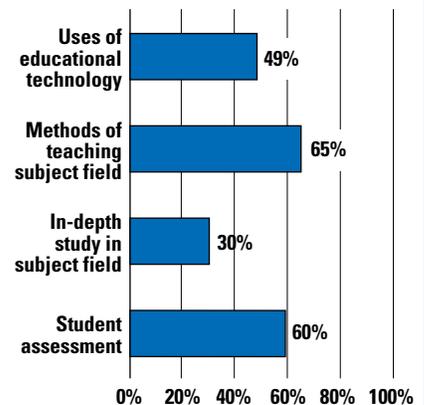


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

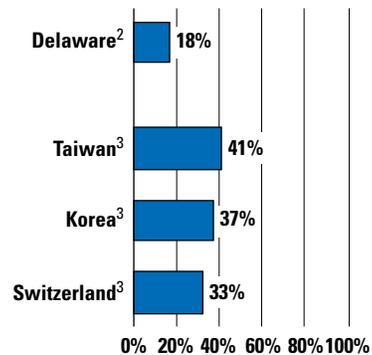
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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): <sup>23</sup>		
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): <sup>24</sup>		
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): <sup>25</sup>	—	—
• 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): <sup>26</sup>	—	—
• 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) <sup>27</sup>	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) <sup>28</sup>	48%	65%
---	-----	-----

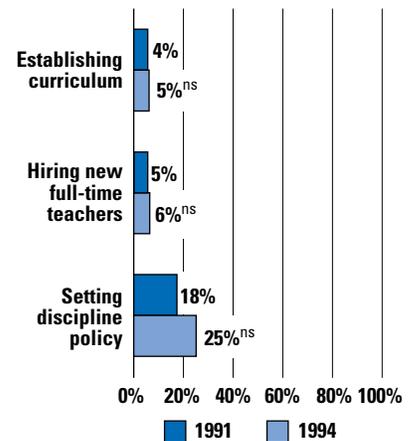
**GOAL 8: Parental Participation**

**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): <sup>29</sup>		
– public school teachers	29%	27% ns
– public school principals	17%	7% 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): <sup>30</sup>		
– establishing curriculum	4%	5% ns
– hiring new full-time teachers	5%	6% ns
– setting discipline policy	18%	25% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.  
<sup>ns</sup> 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.

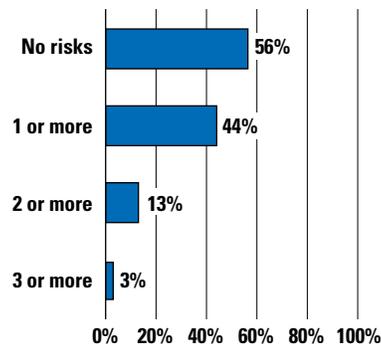
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	151	143
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	562	569
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	48%	44%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	82%	86% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

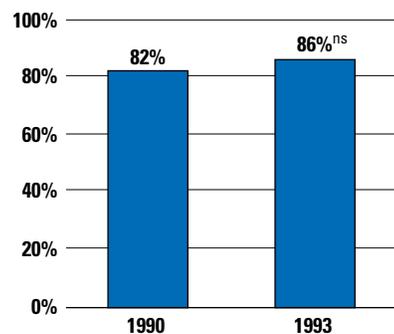
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992)	8%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting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

#### 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 6% —

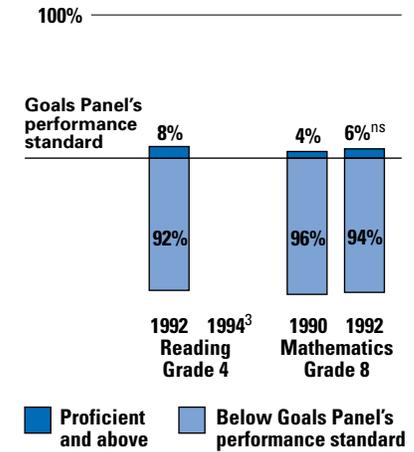
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 82% 80% ns
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

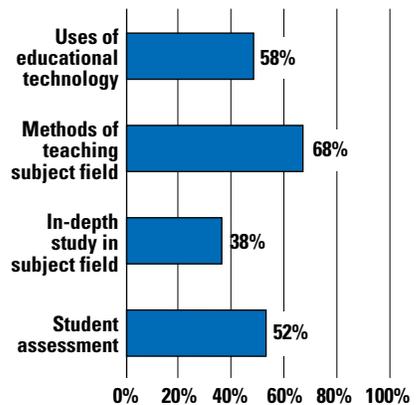


- A complete description of the performance standard can be found in Appendix A.
  - Interpret with caution. Data are undergoing revision. See Appendix A.
  - Data not available.
- <sup>ns</sup>Interpret with caution. Change was not statistically significant.

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

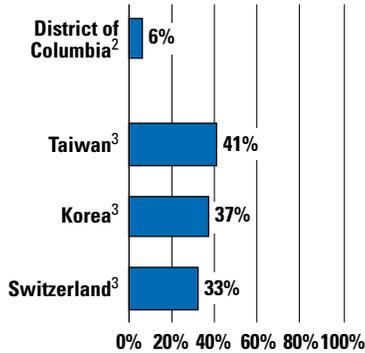
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - 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%<sup>ns</sup>

### 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 60% 63%<sup>ns</sup>

## GOAL 8: Parental Participation

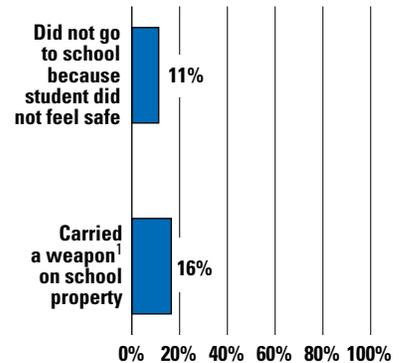
### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):<sup>29</sup>
  - public school teachers 44% 50%<sup>ns</sup>
  - public school principals 14% 24%<sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 16% 21%<sup>ns</sup>
  - hiring new full-time teachers 8% 9%<sup>ns</sup>
  - setting discipline policy 19% 24%<sup>ns</sup>

## 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)

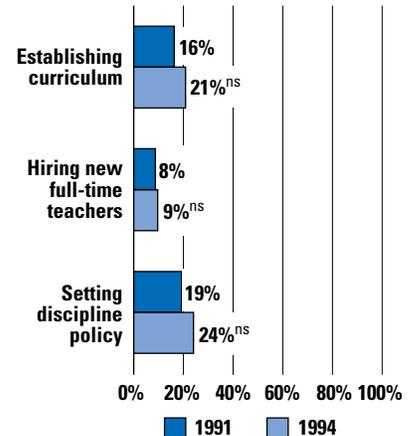


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

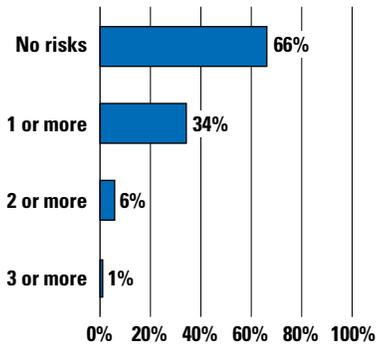
See 1995 Goals Report for additional information.  
See Appendix A for technical notes and sources.

Baseline

Most Recent Update

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

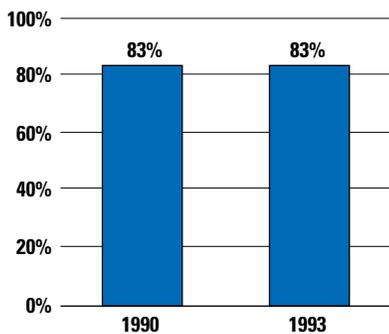


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	74	74
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	724	779
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	37%	34%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 18% —

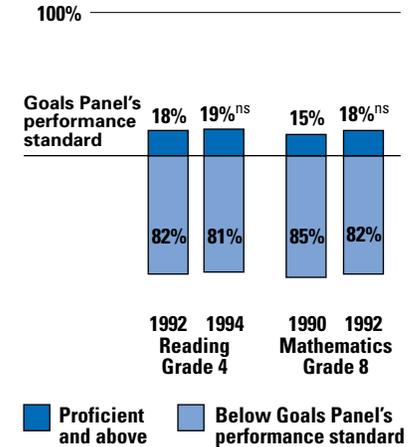
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 48% 53% ns
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)



<sup>1</sup> A complete description of the performance standard can be found in Appendix A.

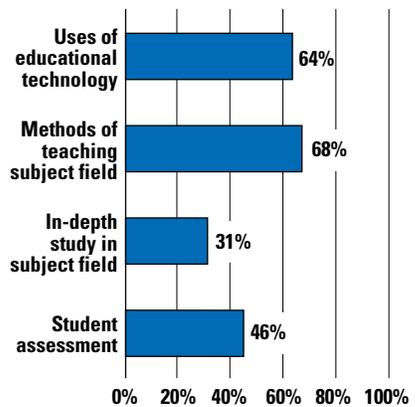
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.

<sup>ns</sup> 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.

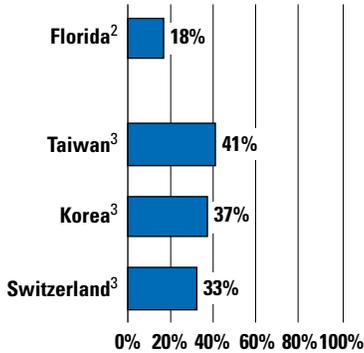
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

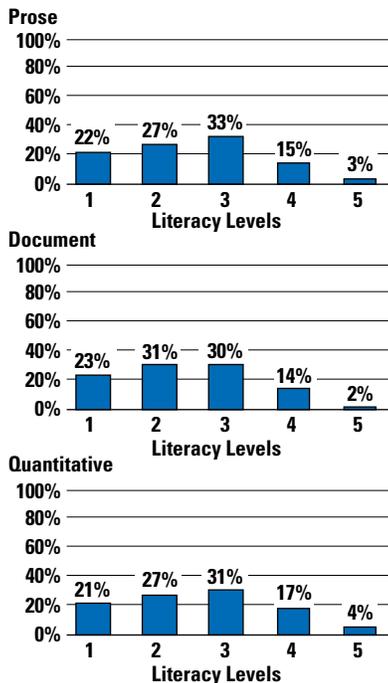
<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> 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 levels<sup>1</sup> (1992)



<sup>1</sup> 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	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):<sup>17</sup>

– 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)<sup>18</sup>

51%	—
-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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

**Overall**

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 46% 58%

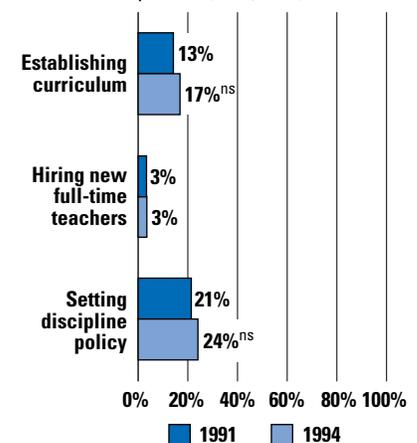
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 33% 33%
  - public school principals 18% 22% 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):<sup>30</sup>
  - establishing curriculum 13% 17% ns
  - hiring new full-time teachers 3% 3%
  - setting discipline policy 21% 24% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

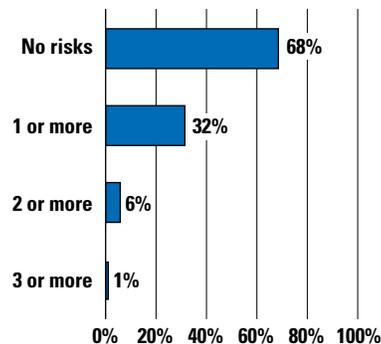
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

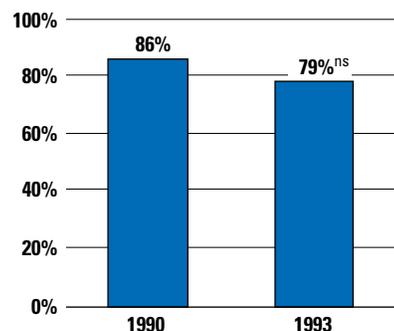


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	87	85
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	731	758
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	35%	32%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– Grade 4 (1992)	16%	—
– Grade 8 (1990, 1992)	17%	16% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 67% 68%<sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 27% 31%<sup>ns</sup>

## 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 16% —

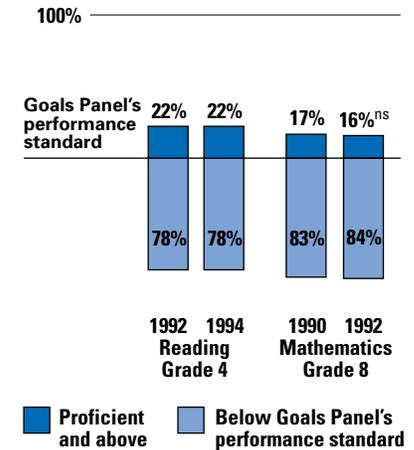
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 56% 52%<sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 8% —

GEORGIA

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

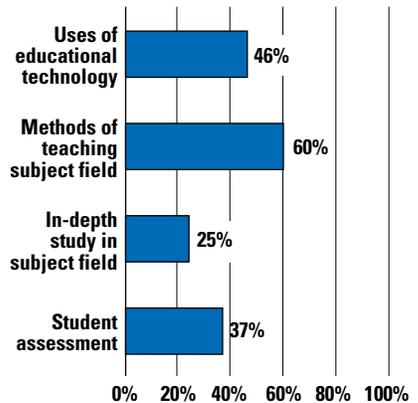


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

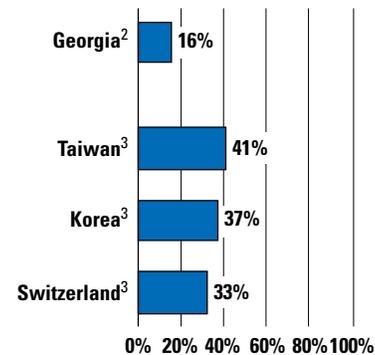
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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

### Overall

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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 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):<sup>24</sup>
  - 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% —
- 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):<sup>25</sup> 9% —
- 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 37% 46%

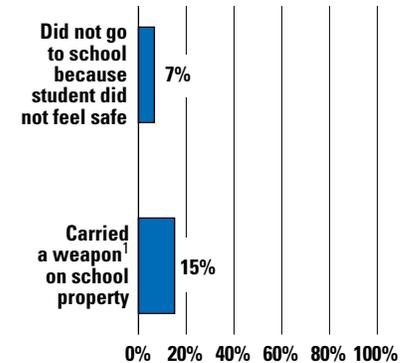
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 30% 33% ns
  - public school principals 16% 16%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 5% 7% ns
  - hiring new full-time teachers (1994) \* 1%
  - setting discipline policy 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)

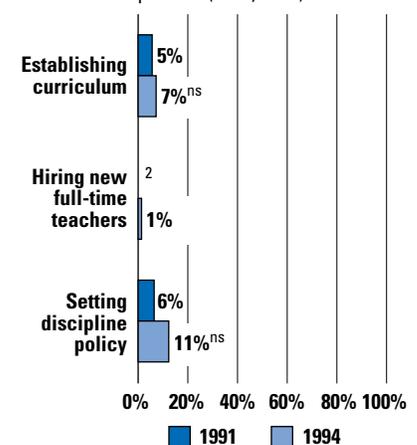


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> 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.

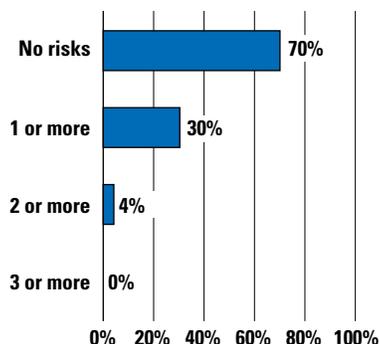
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	71	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	735	736
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	30%	30%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	93%	91% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

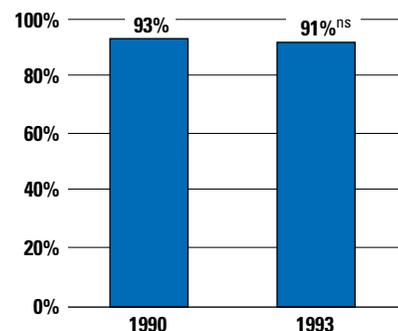
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	15%	16% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in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

#### 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

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

### 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 34% 33%<sup>ns</sup>

## 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 16% —

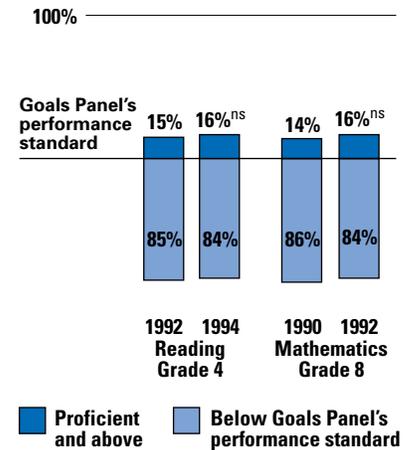
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 34% 46%
    - work with measuring instruments or geometric solids at least once a week (1992) 11% —

HAWAII

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

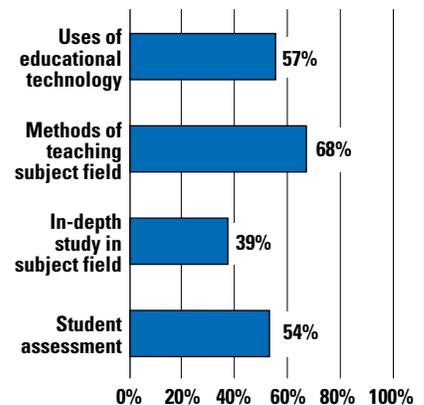


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

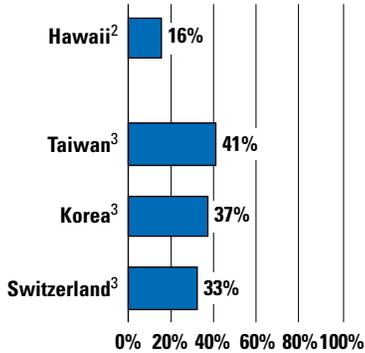
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - 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% —

### 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 49% 62%

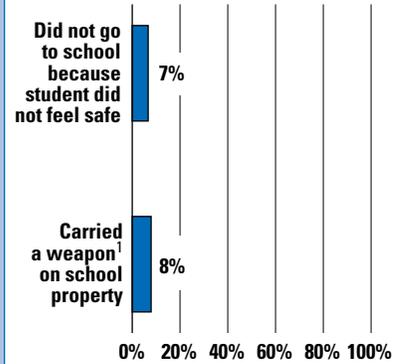
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - 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):<sup>30</sup>
  - 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)

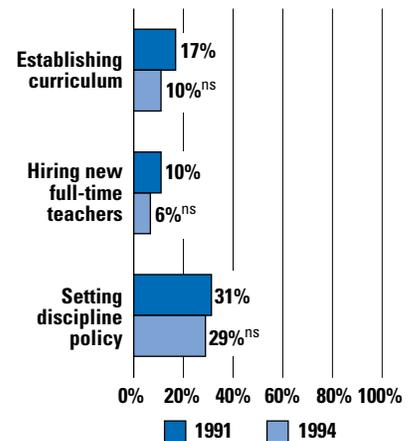


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

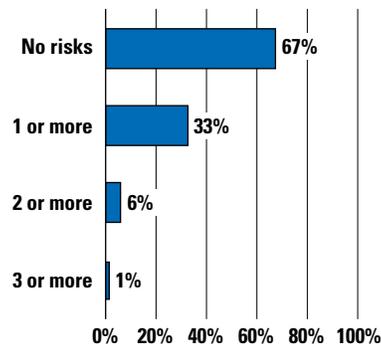
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

**Children's Health Index**

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

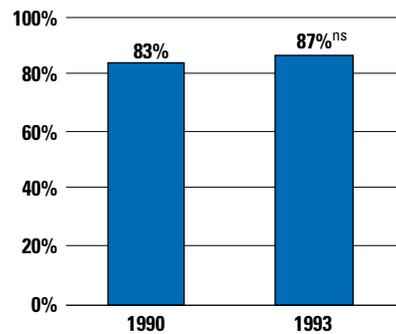


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

**High School Completion**

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.  
<sup>2</sup> Includes traditional high school diploma and alternative credential.  
<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).  
<sup>ns</sup> 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) <sup>1</sup>	57	55
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	742	766
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	35%	33%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	83%	87% <sup>ns</sup>
---	-----	-------------------

**Direct Measure of the Objectives: School Dropouts**

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

**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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– Grade 4 (1992)	16%	—
– Grade 8 (1990, 1992)	23%	27% <sup>ns</sup>

**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): <sup>10</sup>		
– 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.  
<sup>ns</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 19% 27%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

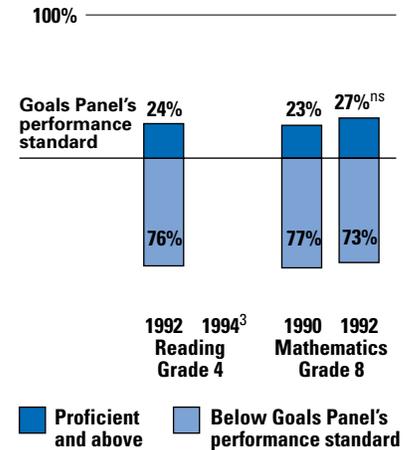
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 27% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 55% 61% ns
    - work with measuring instruments or geometric solids at least once a week (1992) 12% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

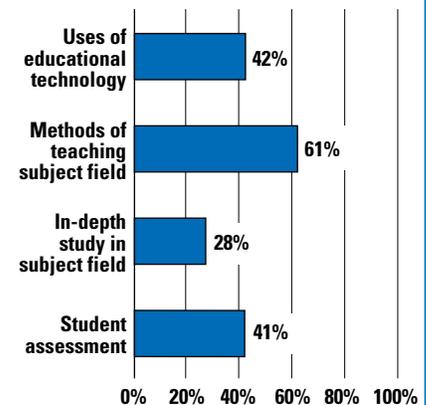


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

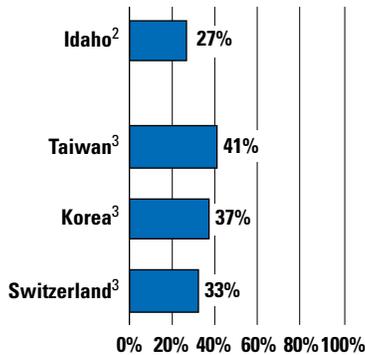
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.  
<sup>2</sup> Plus or minus 2percentage points.  
<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

**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):<sup>17</sup>

- 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)<sup>18</sup>

— —

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

- 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)<sup>20</sup>

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):<sup>21</sup>

- 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)<sup>22</sup>

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

Baseline	Most Recent Update
----------	--------------------

**Overall**

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

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

	30%	31% <sup>ns</sup>
--	-----	-------------------

**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):<sup>24</sup>
  - 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
 

	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):<sup>25</sup>

	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):<sup>26</sup>

	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):<sup>27</sup>

	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):<sup>28</sup>

	32%	46%
--	-----	-----

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

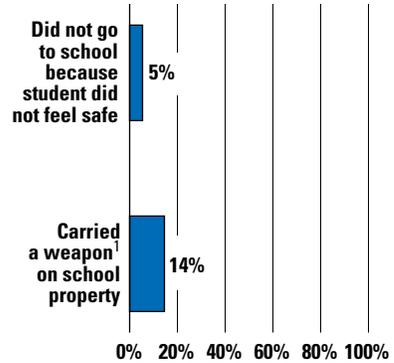
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):<sup>29</sup>

– public school teachers	16%	19% <sup>ns</sup>
– public school principals	7%	9% <sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>

– establishing curriculum	6%	10% <sup>ns</sup>
– hiring new full-time teachers (1994)	*	4%
– setting discipline policy	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)

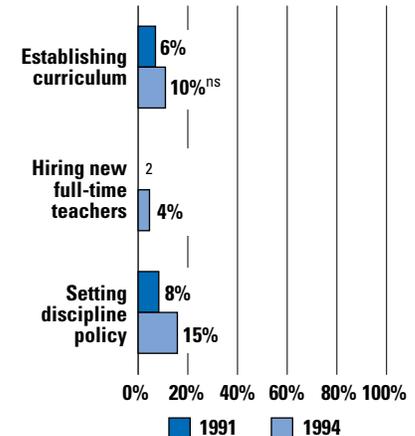


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup>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.

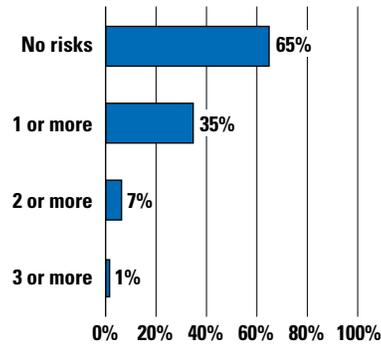
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

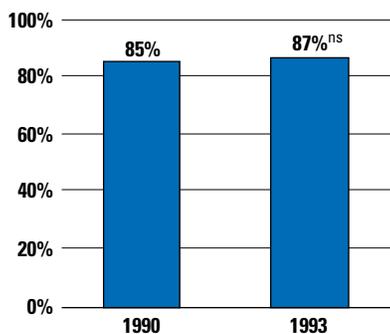


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	76	77
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	778	782
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	35%	35%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	85%	87% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 69% 72% <sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 18% 20% <sup>ns</sup>

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

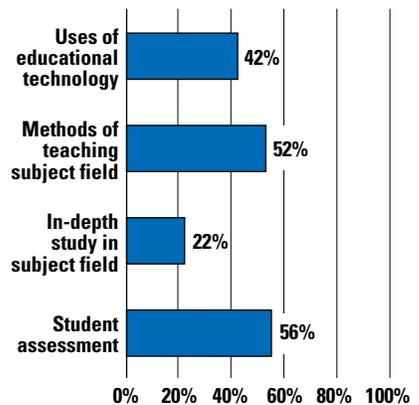
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 — —

### 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
----------	--------------------

**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):<sup>17</sup>
  - 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)<sup>18</sup> 52% —

**Direct Measure of the Goal: Citizenship**

- Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>
  - 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)<sup>20</sup> 63% —

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

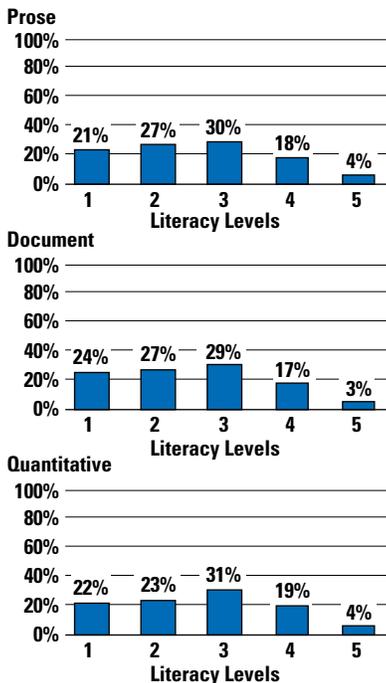
**Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools**

*At School*

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):<sup>21</sup>
  - 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)<sup>22</sup> 19% —

**Adult Literacy**

Percentage of all adults aged 16 and older scoring at five literacy levels<sup>1</sup> (1992)



<sup>1</sup> 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

Baseline	Most Recent Update
----------	--------------------

**Overall**

- Percentage of public high school students who reported (1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 40% 49%

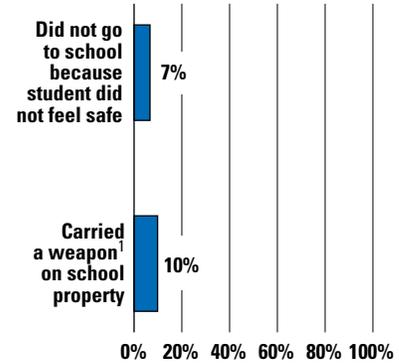
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - 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):<sup>30</sup>
  - 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)

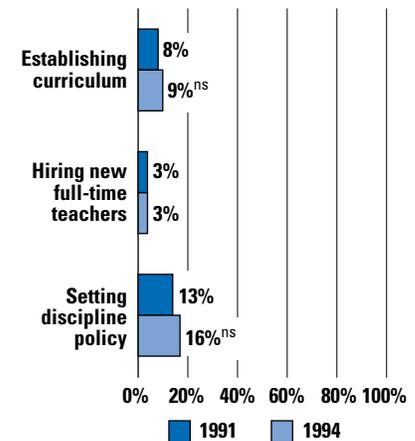


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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
----------	--------------------

### 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) <sup>1</sup>	66	67
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	779	783
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	89%	88% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

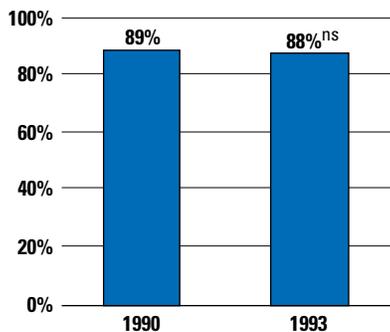
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	27%	27%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	16%	—
– Grade 8 (1990, 1992)	21%	24% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 73%      70%<sup>ns</sup>
  - a teaching certificate in their main teaching assignment 99%      98%<sup>ns</sup>

### 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):<sup>12</sup>
  - uses of educational technology 52%      —
  - methods of teaching subject field 56%      —
  - in-depth study in subject field 22%      —
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41%    Korea=37%    Switzerland=33% 24%      —

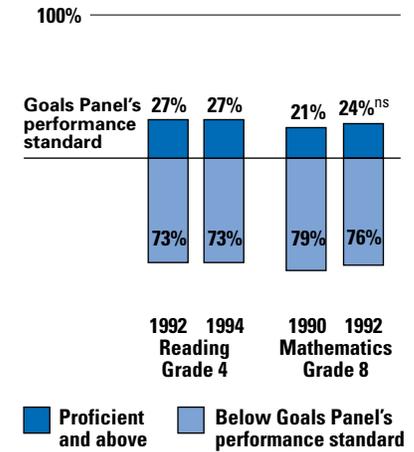
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 39%      38%<sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 5%      —

INDIANA

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

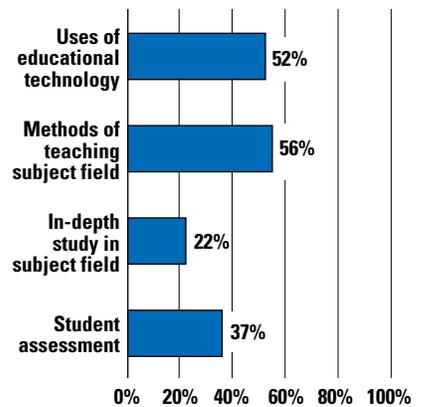


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

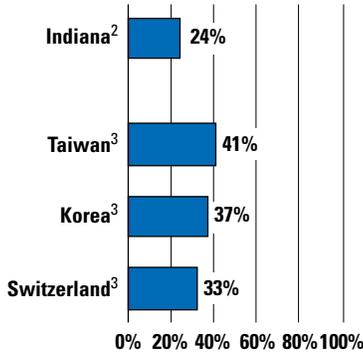
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

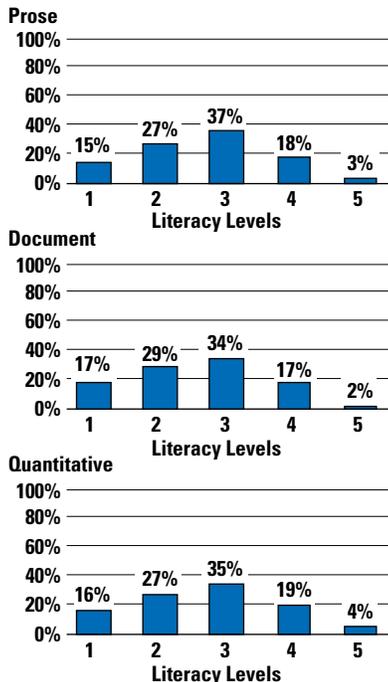
<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> 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 levels<sup>1</sup> (1992)



<sup>1</sup> 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%	44% ns
– developing reasoning ability to solve unique problems	35%	45%
– communicating mathematics ideas	35%	34% ns

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):<sup>17</sup>

– all students	40%	40%
– minorities (Blacks, Hispanics, American Indians)	39%	39%
– 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)<sup>18</sup>

58%	—
-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 38% 45%

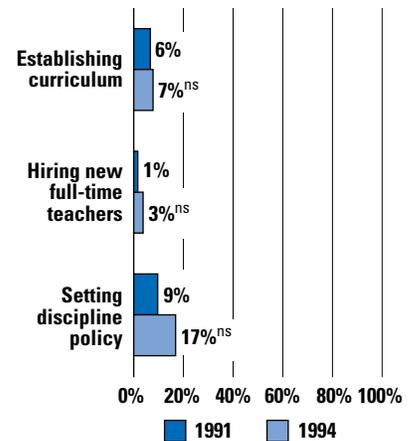
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 27% 25% ns
  - public school principals 19% 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):<sup>30</sup>
  - establishing curriculum 6% 7% ns
  - hiring new full-time teachers 1% 3% ns
  - setting discipline policy 9% 17% ns

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

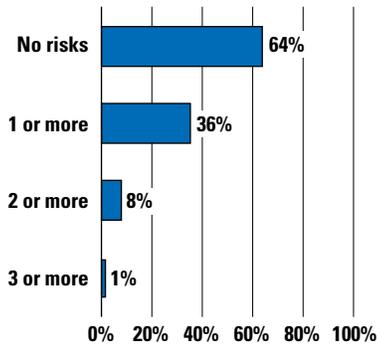
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

**Children's Health Index**

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

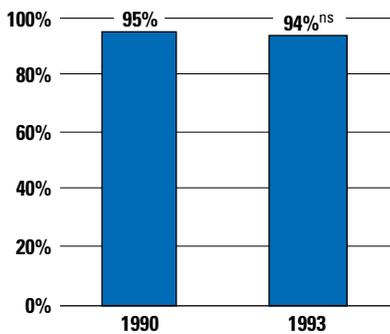


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

**High School Completion**

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.  
<sup>2</sup> Includes traditional high school diploma and alternative credential.  
<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).  
<sup>ns</sup> 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) <sup>1</sup>	54	57
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	848	862
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	39%	36%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	95%	94% <sup>ns</sup>
---	-----	-------------------

**Direct Measure of the Objectives: School Dropouts**

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

**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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	32%	29% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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 available.  
<sup>ns</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 37% —

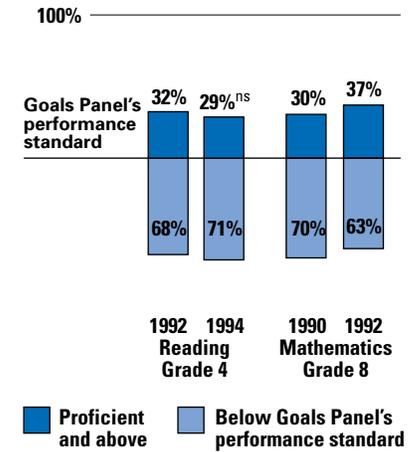
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 48% 50% ns
    - work with measuring instruments or geometric solids at least once a week (1992) 8% —

IOWA

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

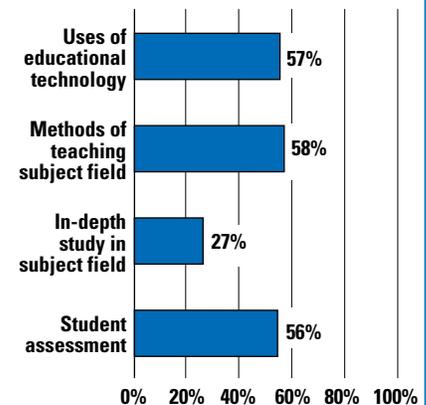


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

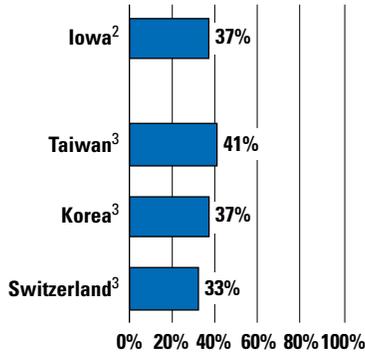
\* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

**International Comparisons in Mathematics**

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

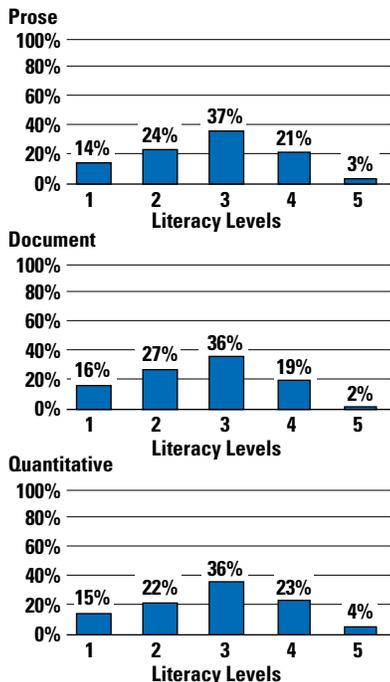


<sup>1</sup> A complete description of assessment participants can be found in Appendix A.  
<sup>2</sup> Plus or minus 3 percentage points.  
<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

**Adult Literacy**

Percentage of all adults aged 16 and older scoring at five literacy levels<sup>1</sup> (1992)



<sup>1</sup> 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):<sup>17</sup>

– 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) <sup>18</sup>	61%	—
--	-----	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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): <sup>23</sup>		
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): <sup>24</sup>		
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): <sup>25</sup>	—	—
• 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): <sup>26</sup>	—	—
• 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) <sup>27</sup>	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) <sup>28</sup>	31%	48%
---	-----	-----

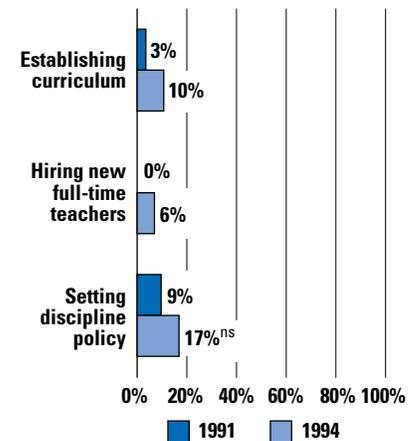
**GOAL 8: Parental Participation**

**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): <sup>29</sup>		
– public school teachers	15%	18% ns
– public school principals	8%	7% 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): <sup>30</sup>		
– establishing curriculum	3%	10%
– hiring new full-time teachers	0%	6%
– setting discipline policy	9%	17% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>2</sup> Data not available.

<sup>ns</sup> 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.

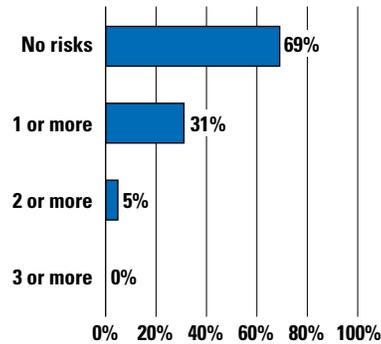
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

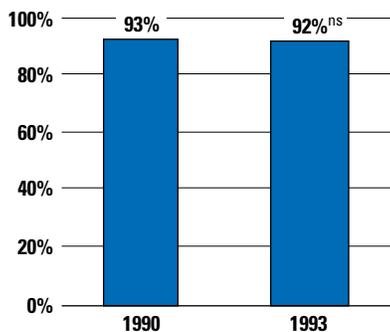


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	62	64
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	807	836
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	32%	31%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	93%	92% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 62% 60% <sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 17% 19% <sup>ns</sup>

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

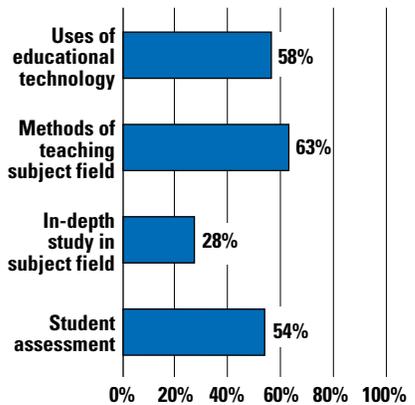
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 — —

### 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.

Measuring State Progress Toward the Goals and Objectives

Baseline	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): <sup>17</sup>		
– 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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 35% 42% ns

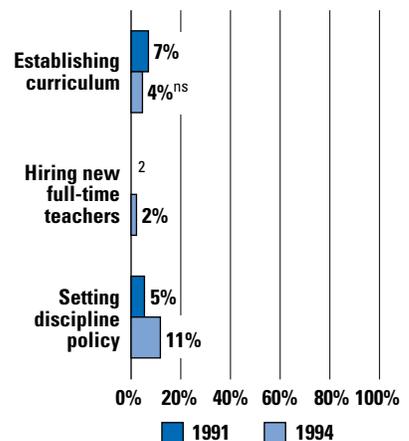
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 17% 18% ns
  - public school principals 10% 8% 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):<sup>30</sup>
  - establishing curriculum 7% 4% ns
  - hiring new full-time teachers (1994) \* 2%
  - setting discipline policy 5% 11%

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup> 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.

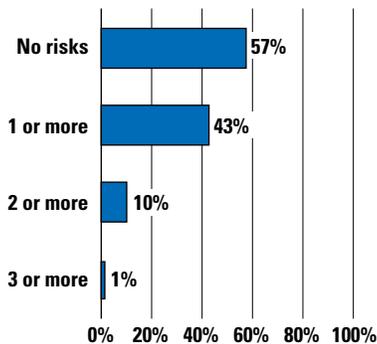
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

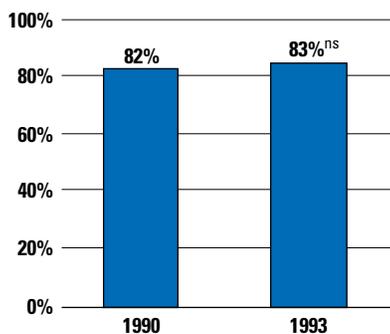


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	71	68
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	777	801
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	45%	43%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	82%	83% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	19%	22% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	14%	17% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 65% 53%
  - a teaching certificate in their main teaching assignment 95% 94%<sup>ns</sup>

### 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 17% —

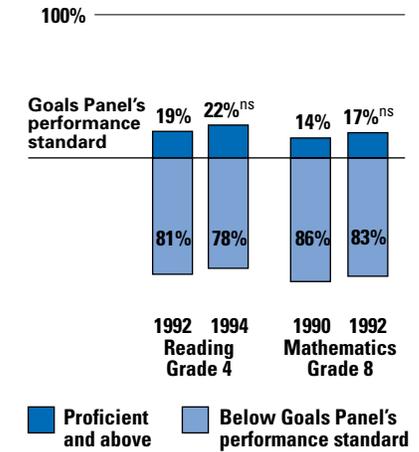
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 42% 52%<sup>ns</sup>
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)



<sup>1</sup> A complete description of the performance standard can be found in Appendix A.

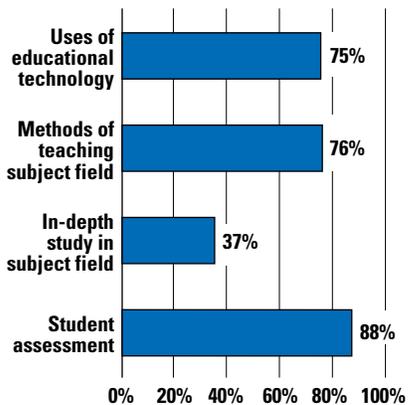
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.

<sup>ns</sup> 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

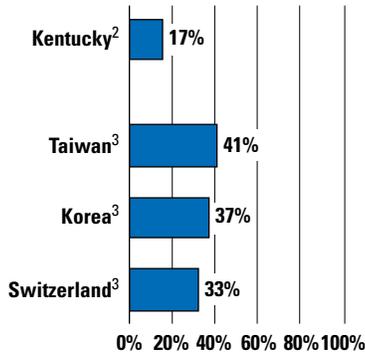
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 39% 48% ns

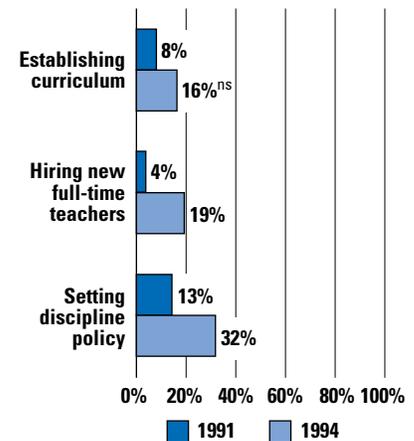
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 32% 35% ns
  - public school principals 15% 18% 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):<sup>30</sup>
  - establishing curriculum 8% 16% ns
  - hiring new full-time teachers 4% 19%
  - setting discipline policy 13% 32%

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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.

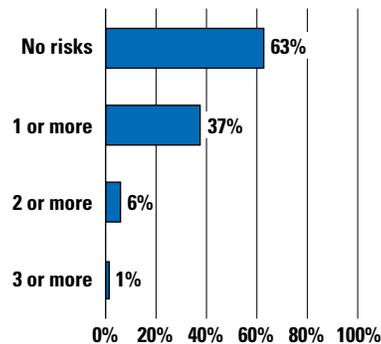
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	92	94
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	745	763
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	39%	37%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	81%	84% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

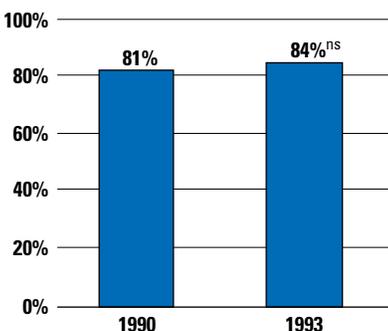
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	13%	12% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in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

#### 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

LOUISIANA

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 51% 50%<sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 23% 24%<sup>ns</sup>

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

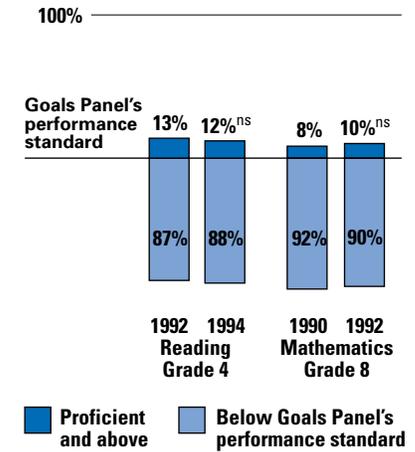
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 10% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 45% 51%<sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 3% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

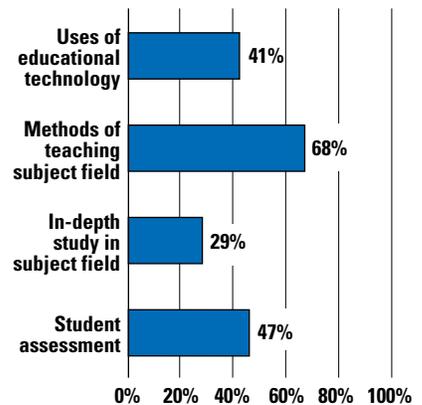


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

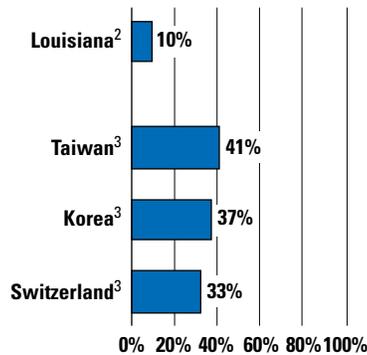
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

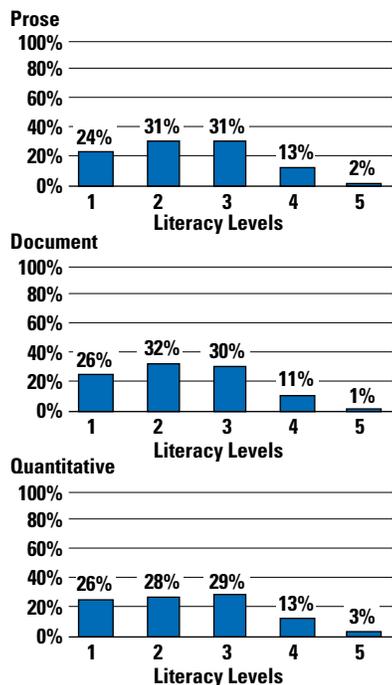
<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> 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 levels<sup>1</sup> (1992)



<sup>1</sup> 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):<sup>17</sup>

– 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) <sup>18</sup>	46%	—
--	-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	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

### Overall

- Percentage of public high school students who reported (1993):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
    - marijuana 14% —
    - cocaine 3% —
  - 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):<sup>24</sup>
  - 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 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 44% 47% ns

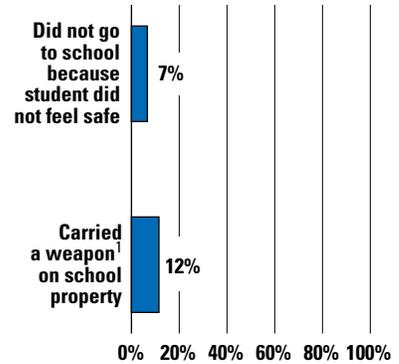
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 32% 38% ns
  - public school principals 22% 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):<sup>30</sup>
  - establishing curriculum 5% 8% ns
  - hiring new full-time teachers 3% 2% ns
  - setting discipline policy 6% 8% 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)

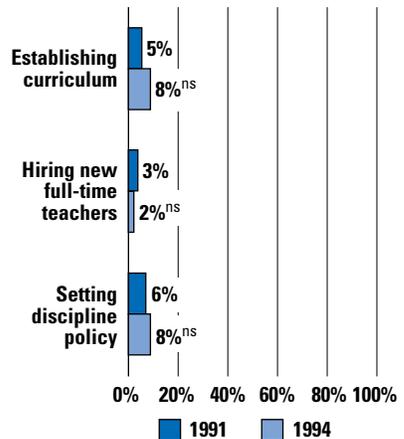


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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.

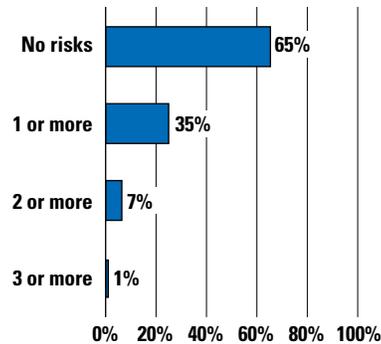
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

**Children's Health Index**

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

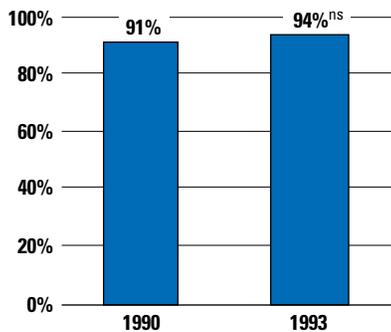


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

**High School Completion**

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.  
<sup>2</sup> Includes traditional high school diploma and alternative credential.  
<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).  
<sup>ns</sup> 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) <sup>1</sup>	51	50
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	850	873
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	35%	35%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	91%	94% <sup>ns</sup>
---	-----	-------------------

**Direct Measure of the Objectives: School Dropouts**

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

**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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	31%	35% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 31% —

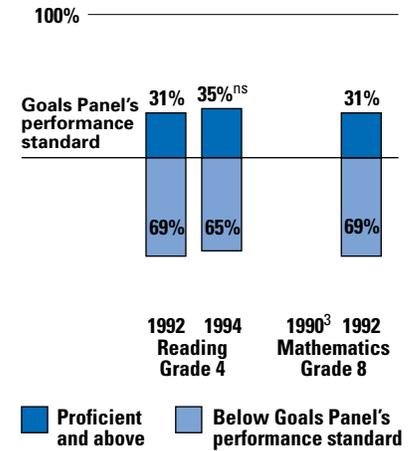
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):<sup>16</sup>
  - a) 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

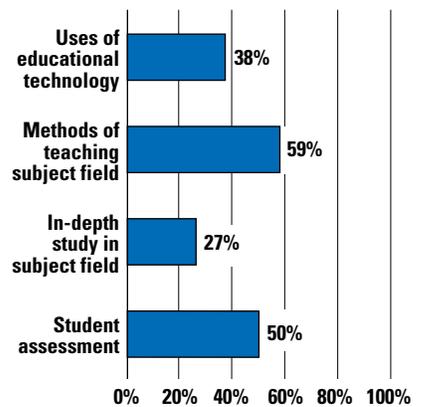


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

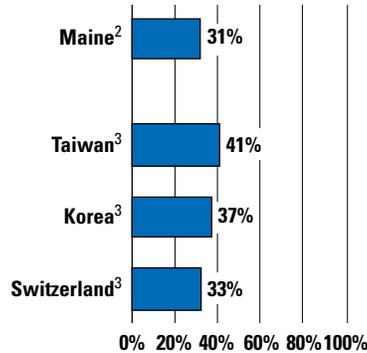
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Measuring State Progress Toward the Goals and Objectives

International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.  
<sup>2</sup> Plus or minus 4 percentage points.  
<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

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):<sup>17</sup>

- 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)<sup>18</sup> — —

Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

- 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)<sup>20</sup> 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):<sup>21</sup>
  - 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)<sup>22</sup> — —

— 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): <sup>23</sup>		
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): <sup>24</sup>		
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): <sup>25</sup>	—	—
• 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) <sup>26</sup>	—	—
• 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) <sup>27</sup>	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) <sup>28</sup>	23%	40%
---	-----	-----

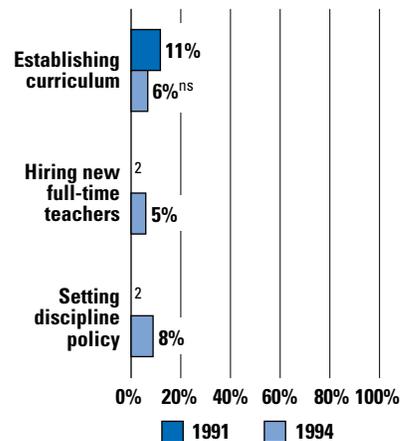
**GOAL 8: Parental Participation**

**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): <sup>29</sup>		
– public school teachers	21%	17% ns
– public school principals	10%	5% 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): <sup>30</sup>		
– establishing curriculum	11%	6% ns
– hiring new full-time teachers (1994)	*	5%
– setting discipline policy (1994)	*	8%

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup>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.

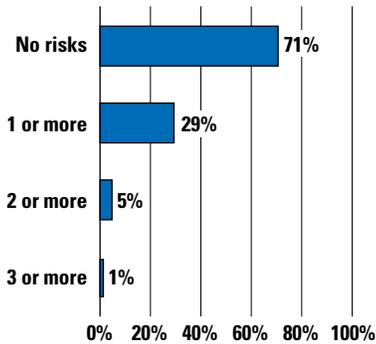
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

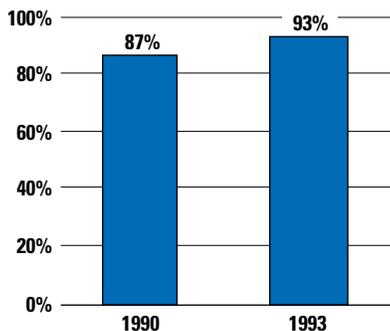


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	78	83
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	835	850
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	31%	29%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

MARYLAND

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 70% 72%<sup>ns</sup>
  - a teaching certificate in their main teaching assignment 96% 95%<sup>ns</sup>

### 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):<sup>12</sup>
  - uses of educational technology 49% —
  - methods of teaching subject field 65% —
  - in-depth study in subject field 24% —
  - 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)<sup>13</sup> 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)<sup>14</sup> 32% 28%<sup>ns</sup>

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

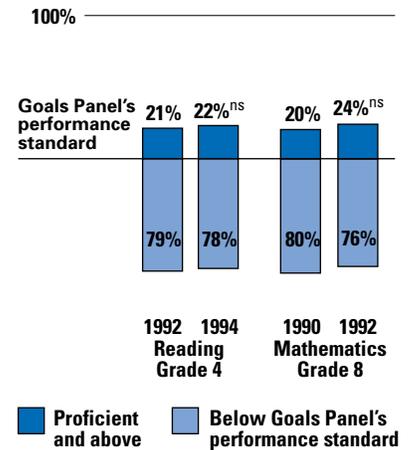
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 24% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 56% 57%<sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 6% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

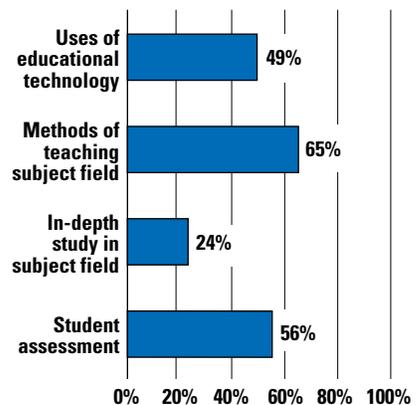


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

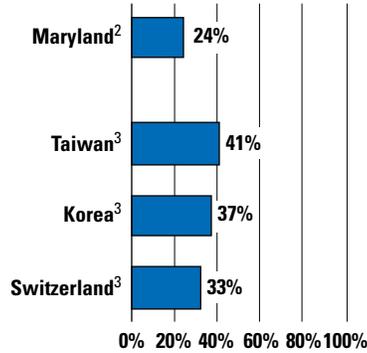
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

– Algebra and functions	51%	51%
– developing reasoning ability to solve unique problems	53%	51% <sup>ns</sup>
– communicating mathematics ideas	48%	46% <sup>ns</sup>

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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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

## Overall

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 47% 62%

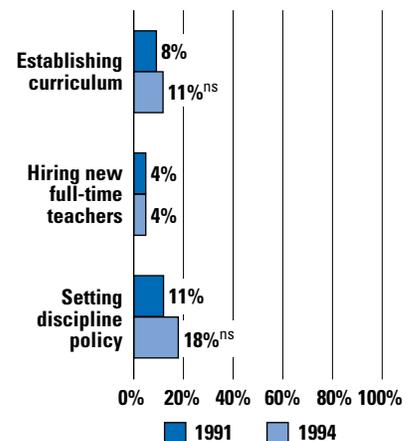
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 28% 29% ns
  - public school principals 11% 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):<sup>30</sup>
  - establishing curriculum 8% 11% ns
  - hiring new full-time teachers 4% 4%
  - setting discipline policy 11% 18% ns

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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.

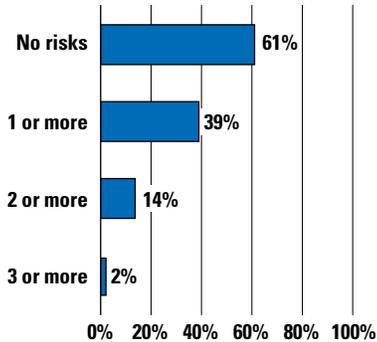
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

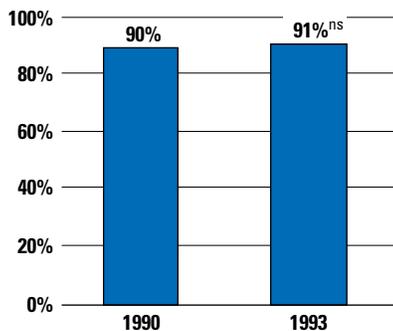


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	59	60
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	843	872
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	42%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	90%	91% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) <sup>7</sup>	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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	32%	31% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 69% 72%<sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 14% 13%<sup>ns</sup>

## 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 28% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):<sup>16</sup>
  - a) 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% —

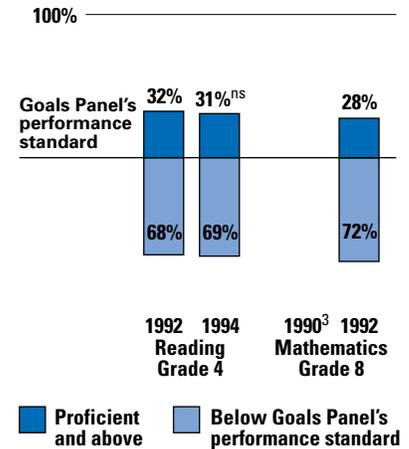
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

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

# MASSACHUSETTS

## Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

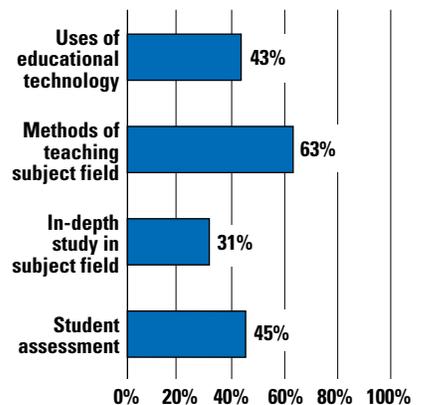


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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)

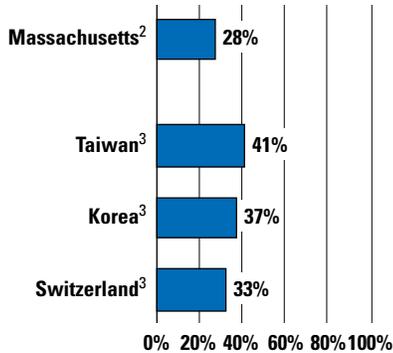


Source: National Center for Education Statistics and Westat, Inc., 1995

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

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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

### Overall

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
    - marijuana 17% 20%<sup>ns</sup>
    - cocaine 2% 3%<sup>ns</sup>
  - 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):<sup>24</sup>
  - 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 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):<sup>25</sup> 9% —
- 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 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):<sup>29</sup>
  - public school teachers 18% 22%<sup>ns</sup>
  - public school principals 9% 5%<sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 5% 8%<sup>ns</sup>
  - hiring new full-time teachers (1994) \* 8%
  - setting discipline policy 13% 24%

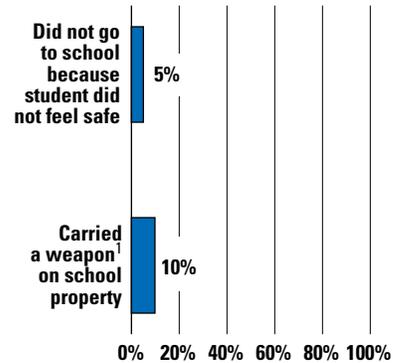
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

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

## 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)

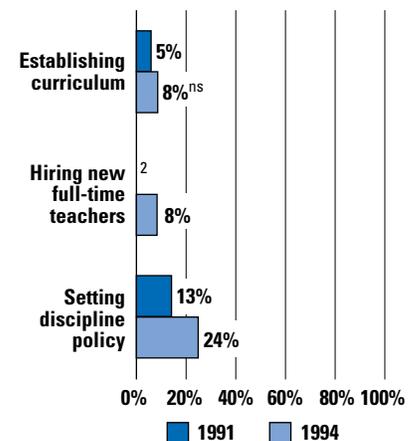


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup> Interpret with caution. Change was not statistically significant.

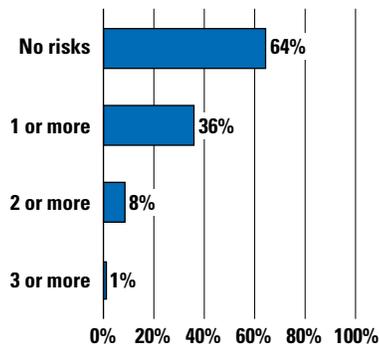
Source: National Center for Education Statistics and Westat, Inc., 1995

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

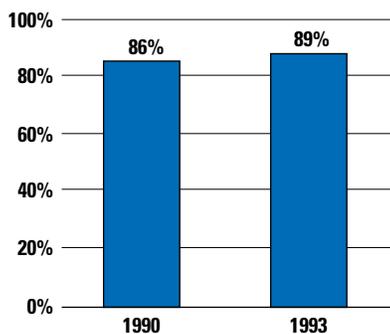


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	76	75
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	794	808
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	38%	36%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 23% —

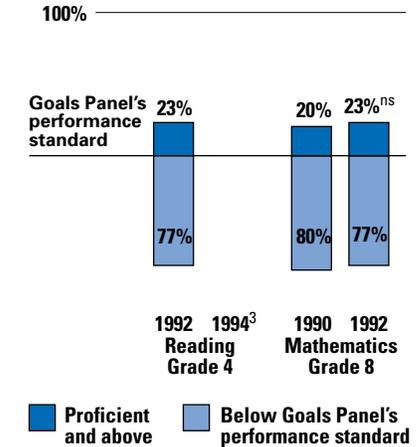
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

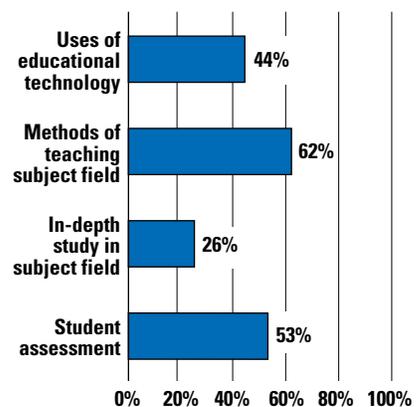


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

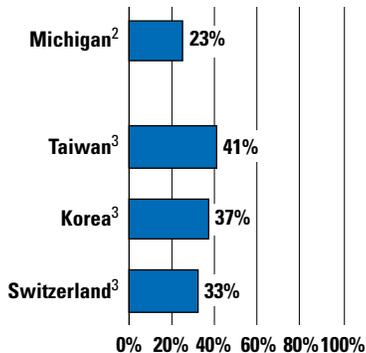
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

– Algebra and functions	47%	47%
– developing reasoning ability to solve unique problems	43%	52% ns
– communicating mathematics ideas	35%	44% ns

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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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): <sup>23</sup>		
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): <sup>24</sup>		
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): <sup>25</sup>	—	—
• 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): <sup>26</sup>	—	—
• 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) <sup>27</sup>	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) <sup>28</sup>	38%	46%
---	-----	-----

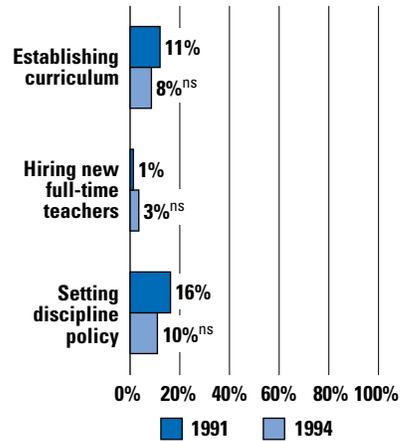
**GOAL 8: Parental Participation**

**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): <sup>29</sup>		
– public school teachers	25%	26% ns
– public school principals	13%	9% 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): <sup>30</sup>		
– establishing curriculum	11%	8% ns
– hiring new full-time teachers	1%	3% ns
– setting discipline policy	16%	10% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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.

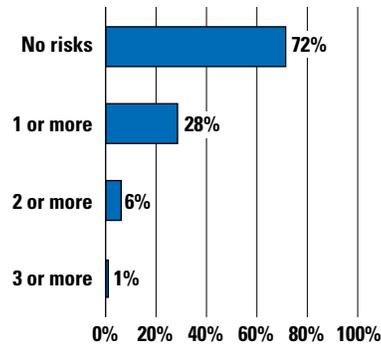
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

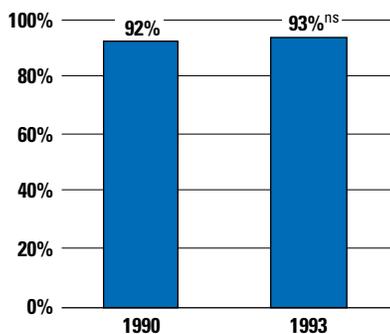


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	51	52
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	812	818
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	28%	28%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	92%	93% <sup>ns</sup>
---	-----	-------------------

### Direct Measure of the Objectives: School Dropouts

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

## 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	28%	27% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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 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

MINNESOTA

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 80% 81%<sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 14% 18%<sup>ns</sup>

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

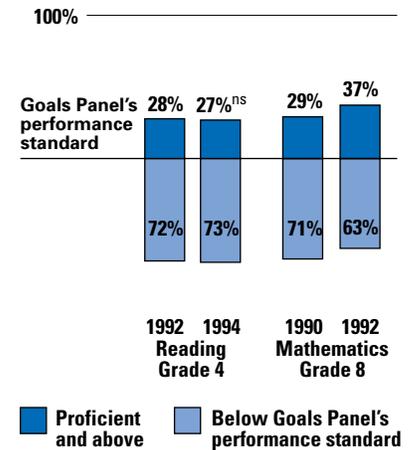
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 37% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 43% 51%<sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 9% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

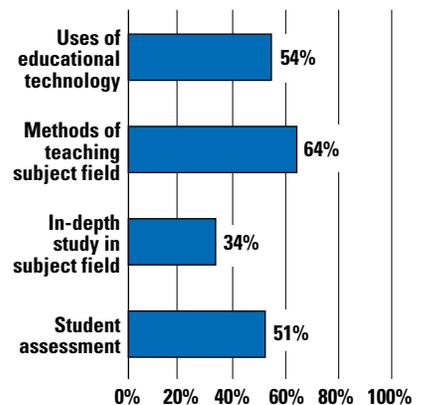


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

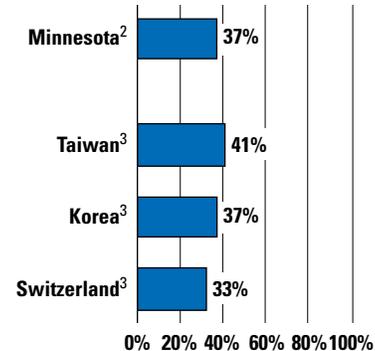
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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

**Overall**

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 32% 52%

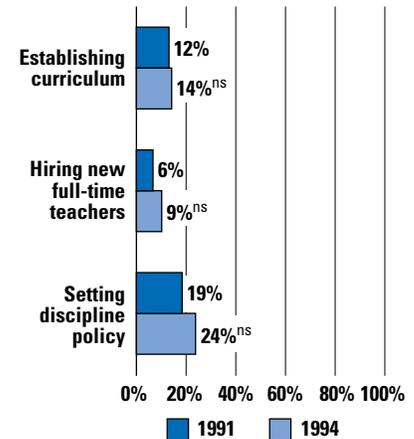
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 13% 14% ns
  - public school principals 7% 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):<sup>30</sup>
  - establishing curriculum 12% 14% ns
  - hiring new full-time teachers 6% 9% ns
  - setting discipline policy 19% 24% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

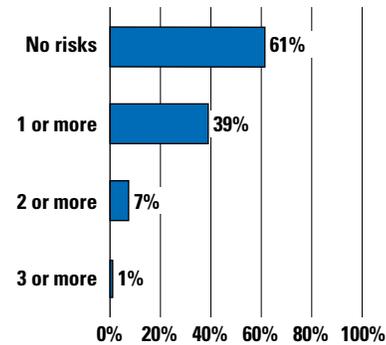
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

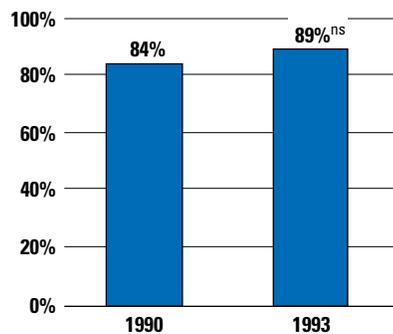


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	96	99
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	745	749
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	40%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	84%	89% <sup>ns</sup>
---	-----	-------------------

### Direct Measure of the Objectives: School Dropouts

• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) <sup>7</sup>	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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

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):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 20% 20%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

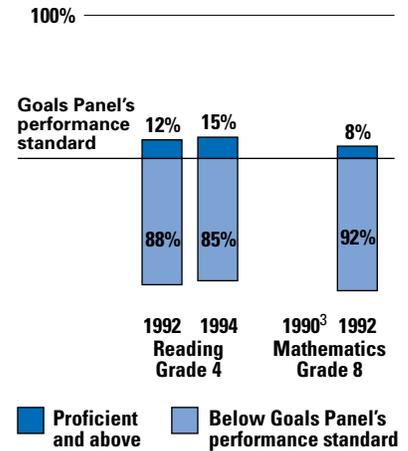
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 8% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):<sup>16</sup>
  - a) 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

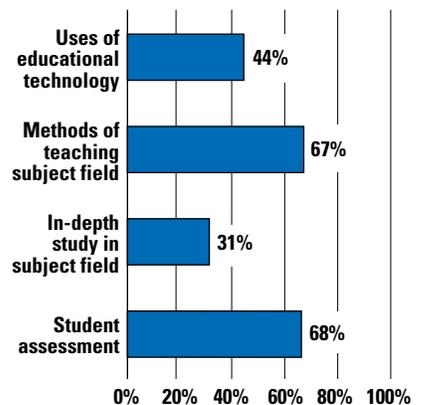


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
 ns Interpret with caution. Change was not statistically significant.

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

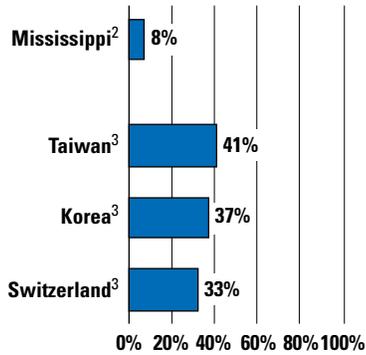
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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.

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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

MISSISSIPPI

### Overall

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
    - marijuana 11% 9%<sup>ns</sup>
    - 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 30% 47%

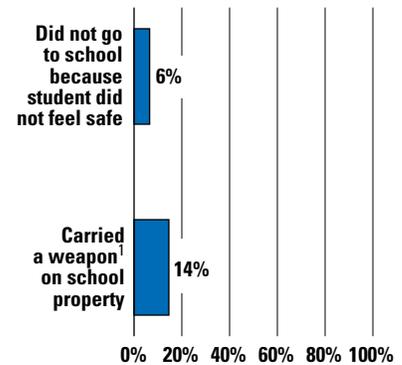
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 31% 40%
  - public school principals 21% 24%<sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 10% 9%<sup>ns</sup>
  - hiring new full-time teachers 2% 3%<sup>ns</sup>
  - setting discipline policy 19% 21%<sup>ns</sup>

### School Safety

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

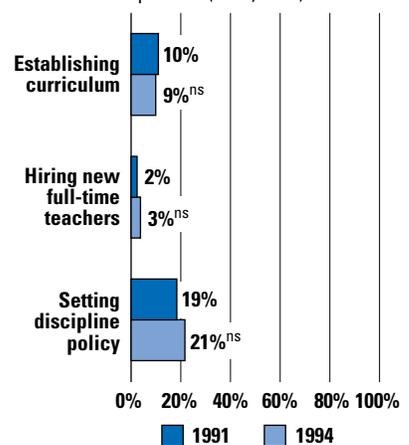


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

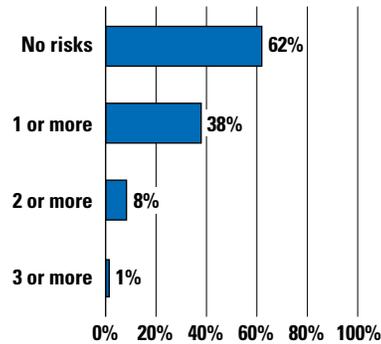
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	71	73
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	785	805
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	41%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	88%	90% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) <sup>7</sup>	6%	—
---	----	---

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

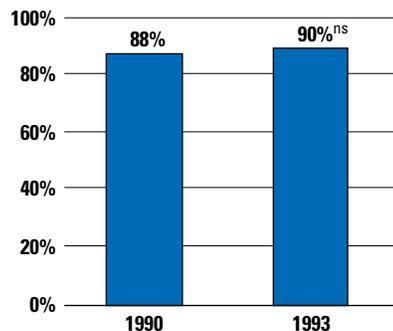
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	26%	26%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 72% 65% ns
  - a teaching certificate in their main teaching assignment 98% 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 24% —

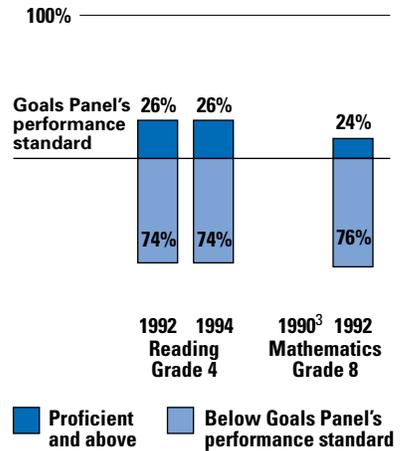
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):<sup>16</sup>
  - a) 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

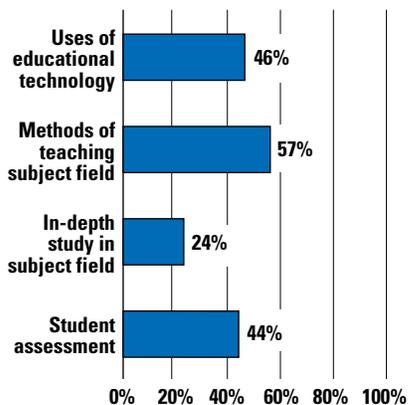


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
 ns Interpret with caution. Change was not statistically significant.

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

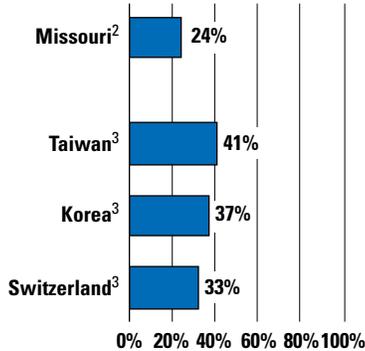
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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.

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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

### Overall

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>

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):<sup>24</sup>

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):<sup>25</sup>

— —

- 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):<sup>26</sup>

— —

- 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)<sup>27</sup>

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)<sup>28</sup>

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):<sup>29</sup>

- public school teachers
- public school principals

22% 27% ns  
15% 13% ns

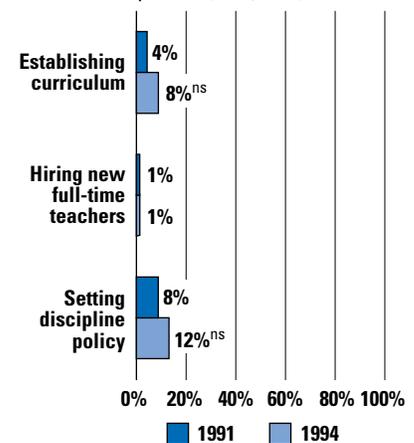
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>

- establishing curriculum
- hiring new full-time teachers
- setting discipline policy

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

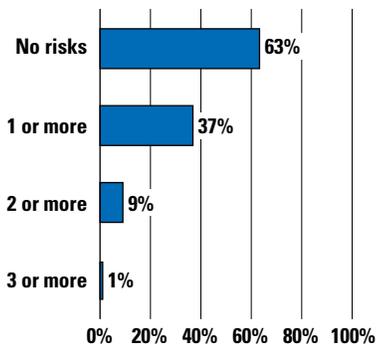
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

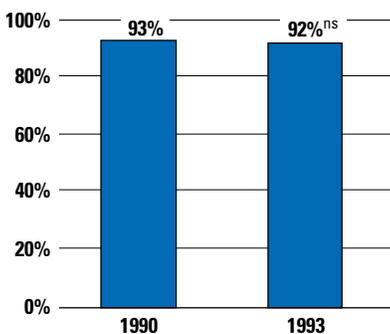


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	62	60
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	763	782
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	38%	37% <sup>ns</sup>
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	93%	92% <sup>ns</sup>
---	-----	-------------------

### Direct Measure of the Objectives: School Dropouts

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

## 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 69% 64%<sup>ns</sup>
  - a teaching certificate in their main teaching assignment 98% 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 10% 9%<sup>ns</sup>

## 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

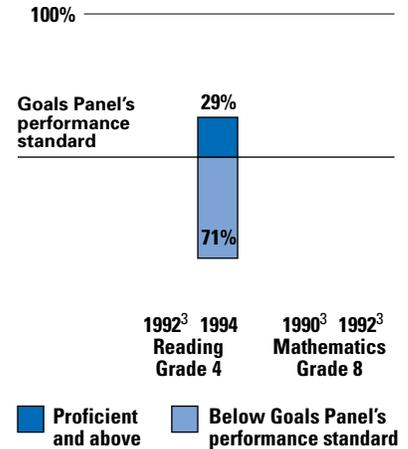
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 — —

MONTANA

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

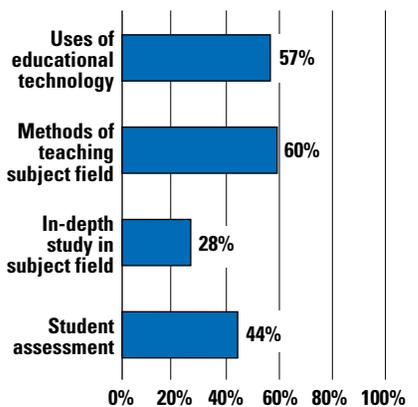


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

Measuring State Progress Toward the Goals and Objectives

Baseline	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): <sup>17</sup>		
– 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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	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):<sup>23</sup>
  - 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 41%

## 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):<sup>24</sup>
  - 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 3%
- 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 35% 33% ns

## GOAL 8: Parental Participation

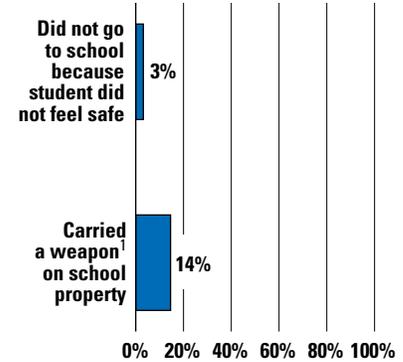
### Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):<sup>29</sup>
  - public school teachers 17% 18% ns
  - public school principals 7% 15%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 5% 7% ns
  - hiring new full-time teachers (1994) \* 3%
  - setting discipline policy 10% 13% ns

MONTANA

### School Safety

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

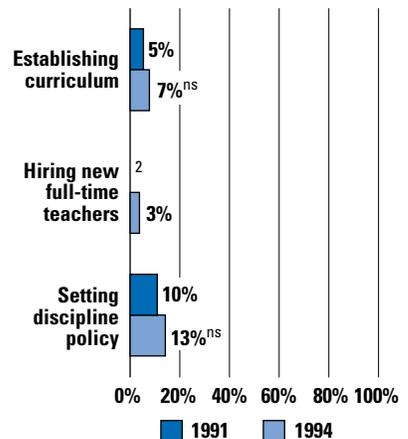


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> 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.

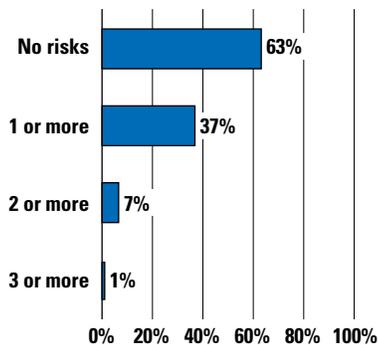
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	53	56
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	825	823
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	38%	37%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	91%	96% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

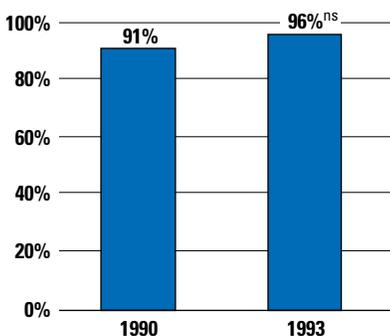
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	27%	29% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	30%	32% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

NEBRASKA

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 14% 15% ns

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

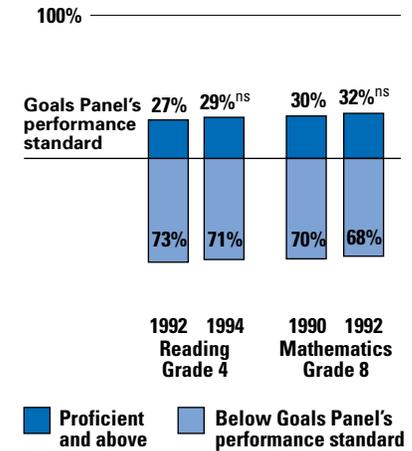
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 32% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 46% 49% ns
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

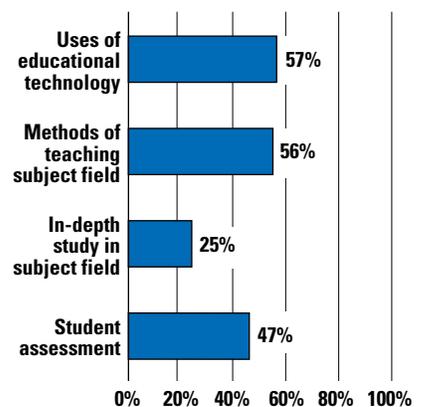


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

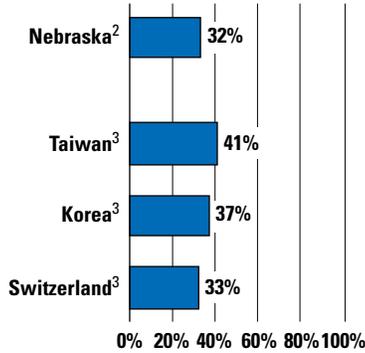
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 4 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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

### Overall

- Percentage of public high school students who reported (1991, 1993):<sup>23</sup>
  - 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
 

	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):<sup>24</sup>
  - 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%	—
--	----	---
- 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):<sup>25</sup>

	6%	—
--	----	---
- 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):<sup>26</sup>

	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):<sup>27</sup>

	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):<sup>28</sup>

	33%	41%
--	-----	-----

## GOAL 8: Parental Participation

### Direct Measures of the Goal: Parent-School Partnerships

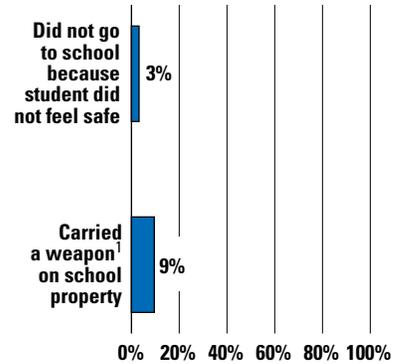
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):<sup>29</sup>

– public school teachers	13%	15% ns
– public school principals	4%	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):<sup>30</sup>

– establishing curriculum	7%	7%
– hiring new full-time teachers	5%	4% ns
– setting discipline policy	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)

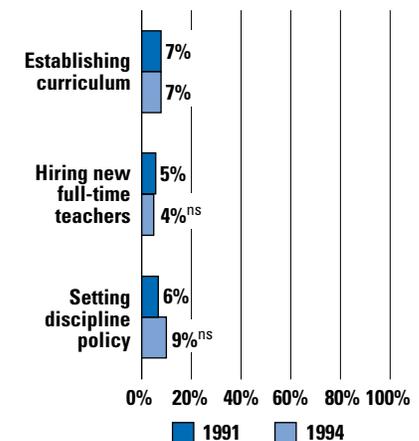


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

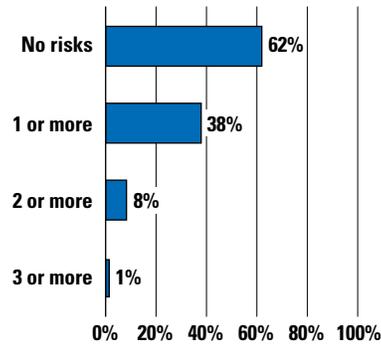
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	72	71
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	725	715
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	38%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	8%	—
---	----	---

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

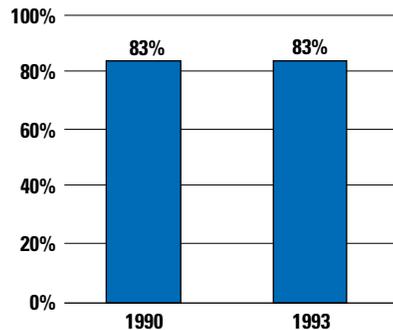
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 21% 17% ns

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

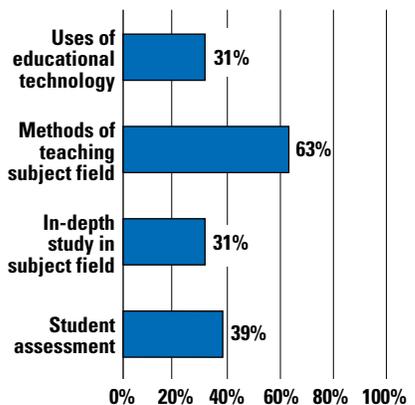
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 — —

### 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.

Measuring State Progress Toward the Goals and Objectives

Baseline	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): <sup>17</sup>		
– 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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	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

Baseline	Most Recent Update
----------	--------------------

**Overall**

- Percentage of public high school students who reported (1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup>

	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):<sup>26</sup>

	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):<sup>27</sup>

	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):<sup>28</sup>

	36%	50%
--	-----	-----

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

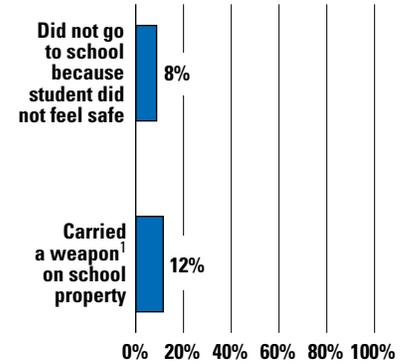
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):<sup>29</sup>

– public school teachers	27%	31% ns
– public school principals	17%	16% 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):<sup>30</sup>

– establishing curriculum	6%	12% ns
– hiring new full-time teachers (1994)	*	3%
– setting discipline policy	6%	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)

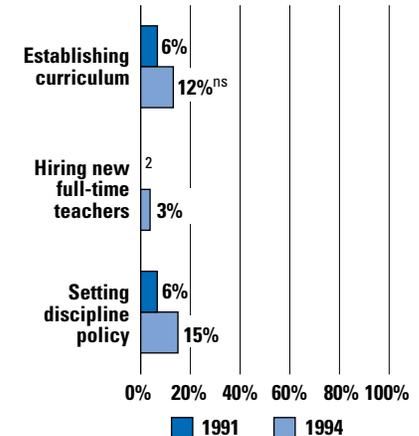


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> 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.

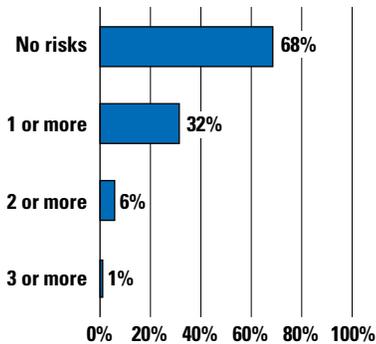
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

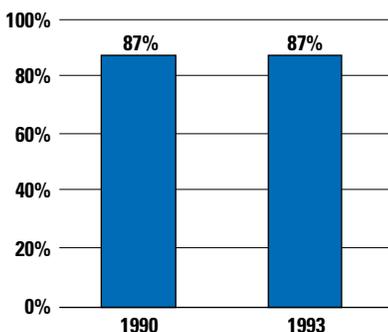


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	49	53
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	858	873
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	35%	32%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	34%	30% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 12% 15%<sup>ns</sup>

## 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):<sup>15</sup>
  - 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):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 57% 59%<sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 9% —

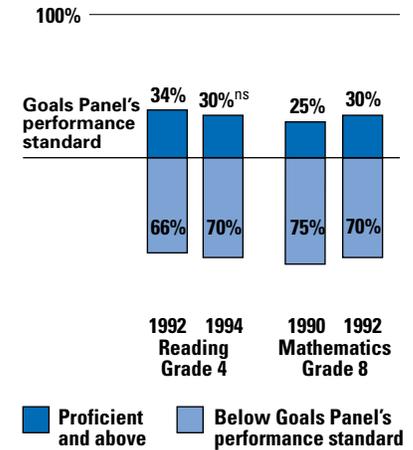
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

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

# NEW HAMPSHIRE

## Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

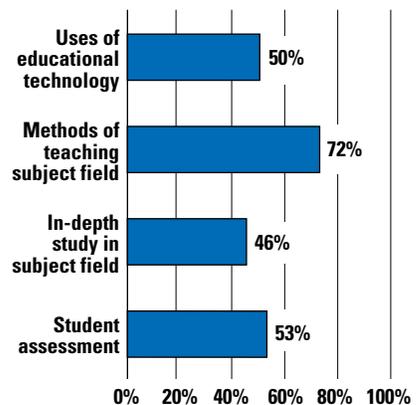


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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)

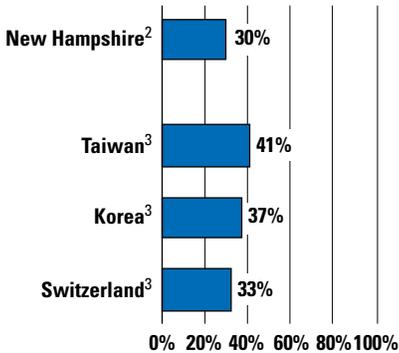


Source: National Center for Education Statistics and Westat, Inc., 1995

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

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

– Algebra and functions	47%	42% ns
– developing reasoning ability to solve unique problems	45%	47% ns
– communicating mathematics ideas	37%	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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 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):<sup>29</sup>
  - 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):<sup>30</sup>
  - establishing curriculum 2% 14%
  - hiring new full-time teachers 4% 11% ns
  - setting discipline policy 8% 18% ns

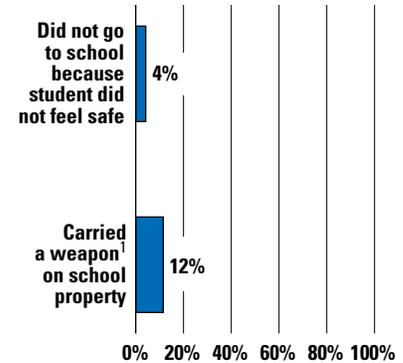
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

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

## NEW HAMPSHIRE

### School Safety

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

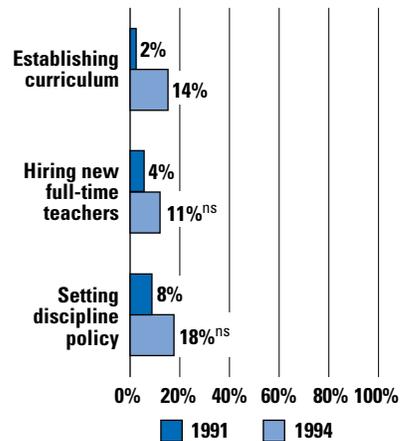


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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.

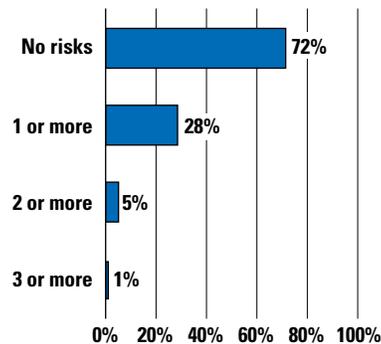
Source: National Center for Education Statistics and Westat, Inc., 1995

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

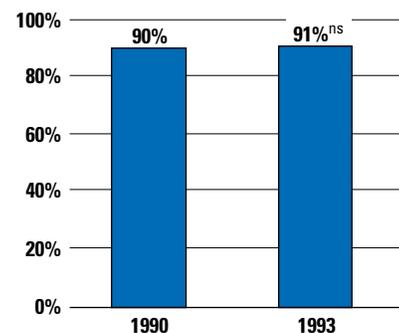


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	70	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	817	815
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	31%	28%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	90%	91% <sup>ns</sup>
---	-----	-------------------

### Direct Measure of the Objectives: School Dropouts

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

## 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	31%	29% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	25%	—
– Grade 8 (1990, 1992)	25%	28% <sup>ns</sup>

### 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

NEW JERSEY

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 18% 17%<sup>ns</sup>

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

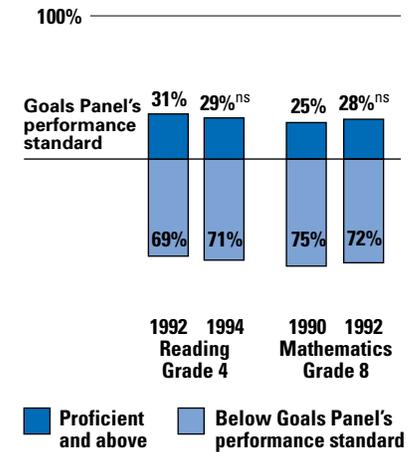
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 28% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 44% 52%<sup>ns</sup>
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

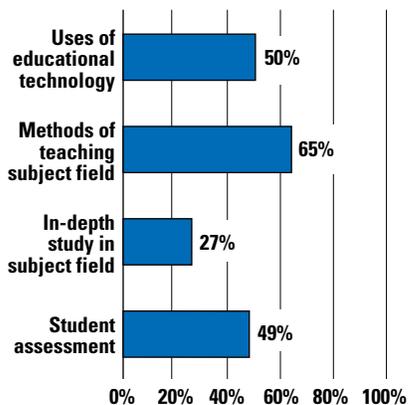


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

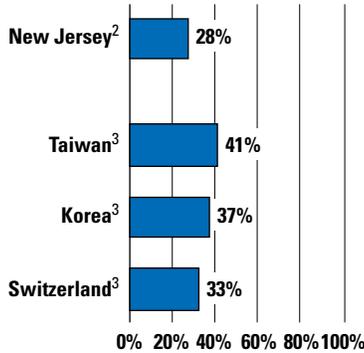
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

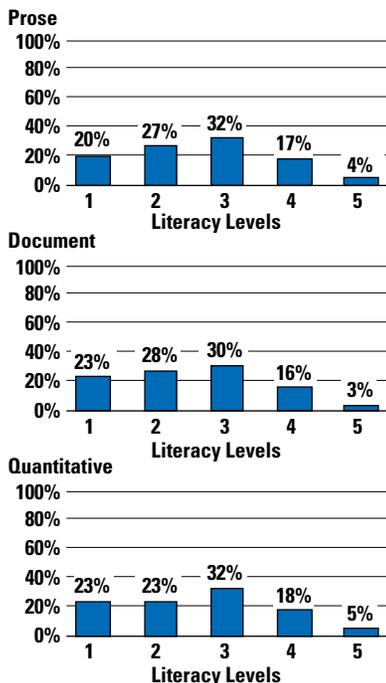


<sup>1</sup> A complete description of assessment participants can be found in Appendix A.  
<sup>2</sup> Plus or minus 3 percentage points.  
<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

### Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels<sup>1</sup> (1992)



<sup>1</sup> 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%
– 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):<sup>17</sup>

– 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) <sup>18</sup>	53%	—
--	-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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

**Overall**

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 37% 45%

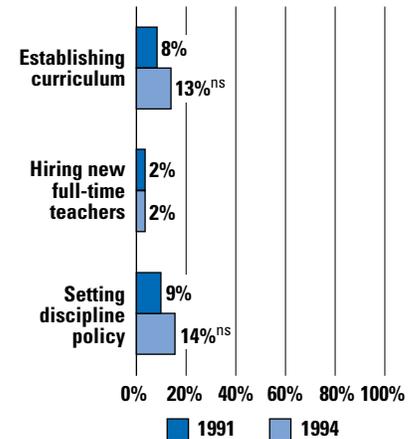
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 23% 24% ns
  - public school principals 12% 8% 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):<sup>30</sup>
  - establishing curriculum 8% 13% ns
  - hiring new full-time teachers 2% 2%
  - setting discipline policy 9% 14% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

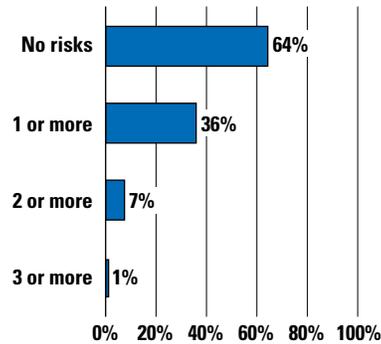
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

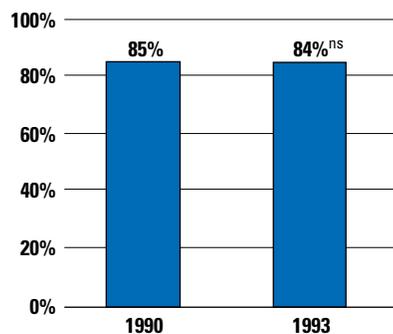


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	74	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	573	617
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	37%	36%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	85%	84% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) <sup>7</sup>	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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	20%	17% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	11%	—
– Grade 8 (1990, 1992)	13%	14% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

## NEW MEXICO

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 30% 31% ns

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons

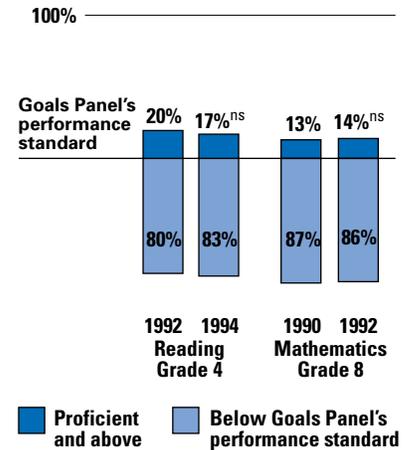
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 14% —

#### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 51% 58% ns
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

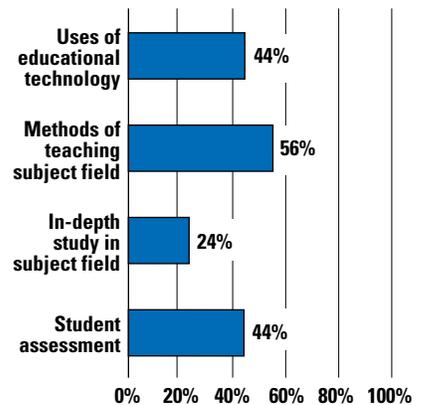


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

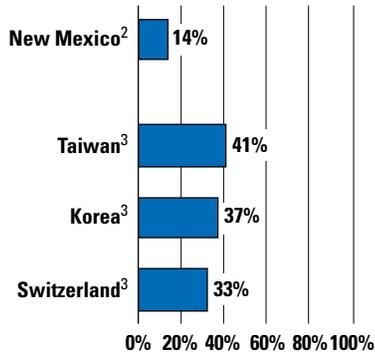
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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

### Overall

- Percentage of public high school students who reported (1990, 1991):<sup>23</sup>
  - 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%<sup>ns</sup>

### 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 40% 45%<sup>ns</sup>

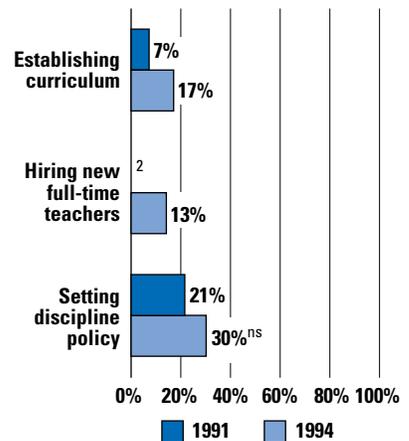
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 31% 33%<sup>ns</sup>
  - public school principals 16% 15%<sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 7% 17%
  - hiring new full-time teachers (1994) \* 13%
  - setting discipline policy 21% 30%<sup>ns</sup>

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup> 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) <sup>1</sup>	76	76
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	731	747
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

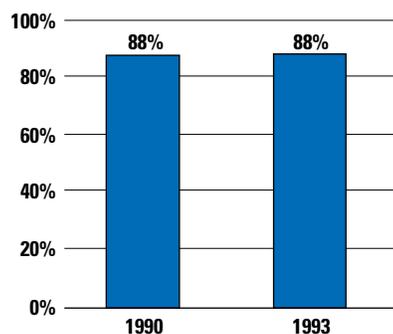
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	23%	23%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 74% 75% ns
  - a teaching certificate in their main teaching assignment 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):<sup>12</sup>
  - uses of educational technology 38% —
  - methods of teaching subject field 57% —
  - in-depth study in subject field 24% —
  - student assessment 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 24% —

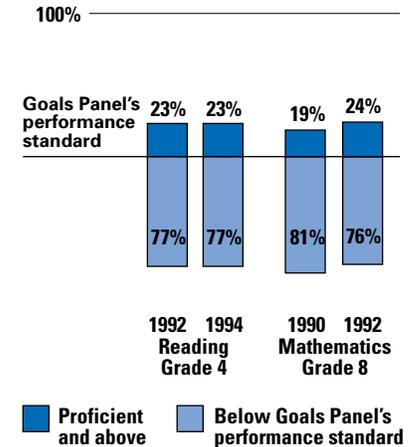
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 31% 37% ns
    - work with measuring instruments or geometric solids at least once a week (1992) 7% —

# NEW YORK

## Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

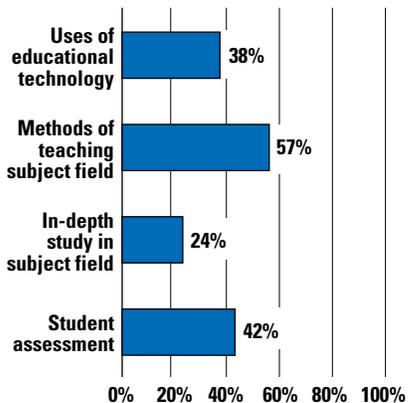


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.

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.

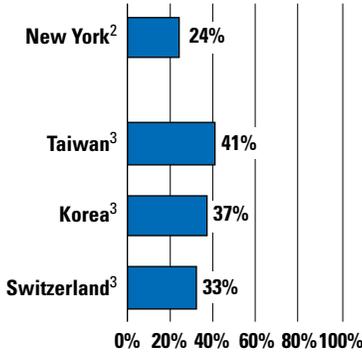
\* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

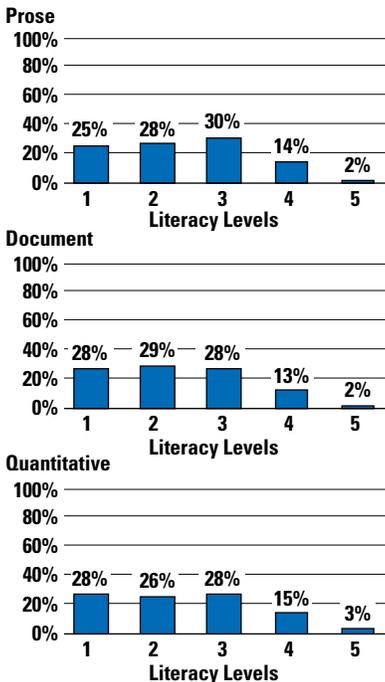
<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> 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 levels<sup>1</sup> (1992)



<sup>1</sup> 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%	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):<sup>17</sup>

– 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)<sup>18</sup>

46%	—
-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– alcohol	6%	—
– 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)<sup>22</sup>

28%	—
-----	---

— 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 YORK

Baseline	Most Recent Update
----------	--------------------

**Overall**

- Percentage of public high school students who reported (1991, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 42% 55%

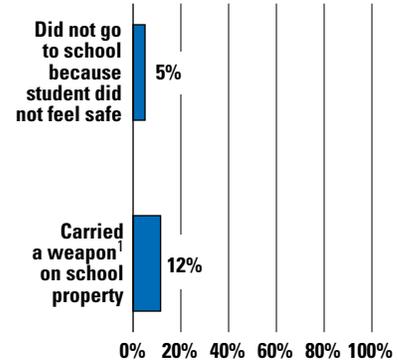
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - 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):<sup>30</sup>
  - establishing curriculum 4% 8% ns
  - hiring new full-time teachers 1% 7%
  - setting discipline policy 16% 26%

**School Safety**

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

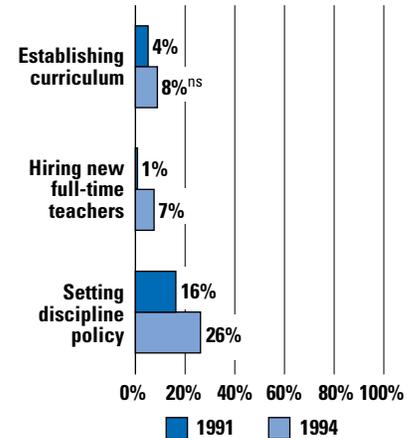


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

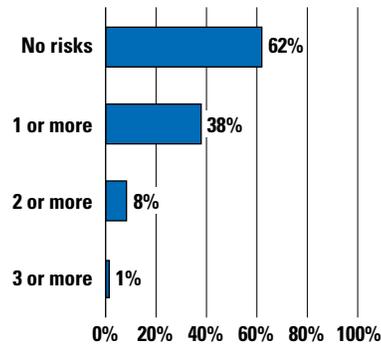
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

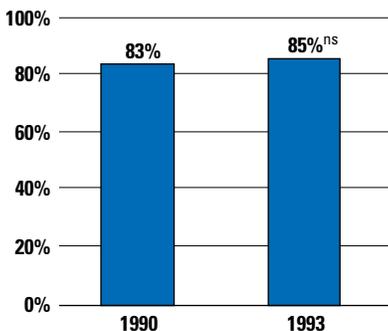


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	80	84
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	757	794
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	40%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	83%	85% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	22%	26% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - 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):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 45% 50% ns
    - work with measuring instruments or geometric solids at least once a week (1992) 5% —

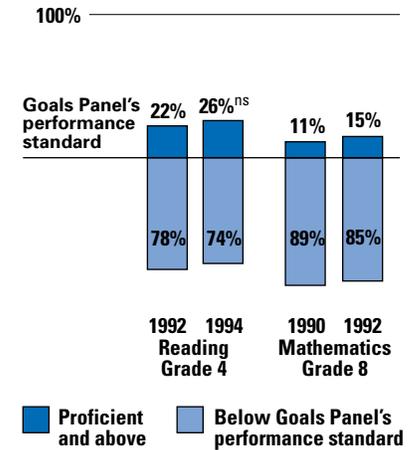
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

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

# NORTH CAROLINA

## Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

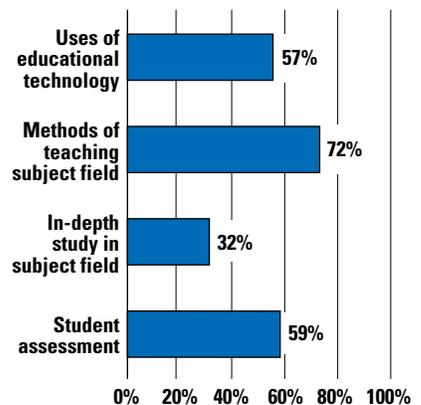


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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)

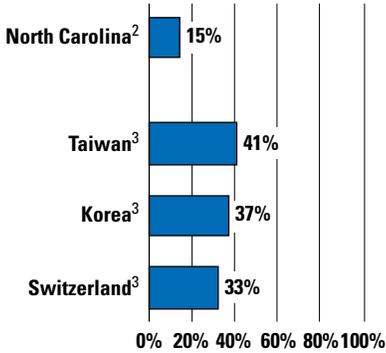


Source: National Center for Education Statistics and Westat, Inc., 1995

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

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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

### Overall

- Percentage of public high school students who reported (1993):<sup>23</sup>
  - 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 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):<sup>24</sup>
  - 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 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 42% 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):<sup>29</sup>
  - public school teachers 29% 30% ns
  - public school principals 10% 10%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 9% 8% ns
  - hiring new full-time teachers 3% 2% ns
  - setting discipline policy 17% 16% ns

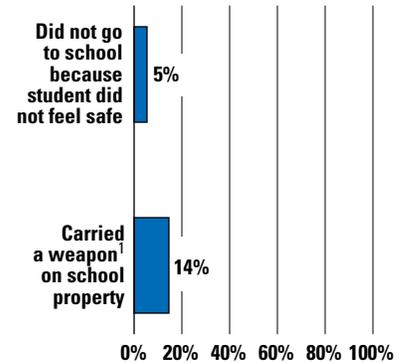
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

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

## 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)

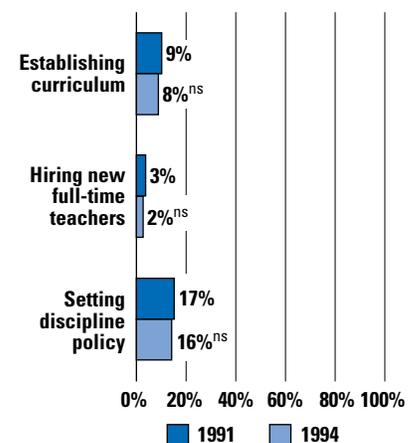


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> Interpret with caution. Change was not statistically significant.

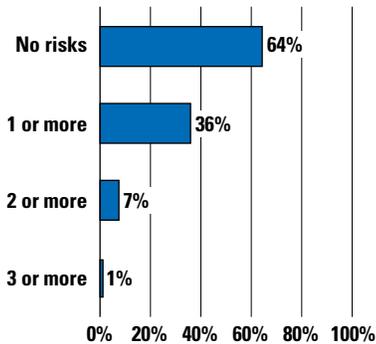
Source: National Center for Education Statistics and Westat, Inc., 1995

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

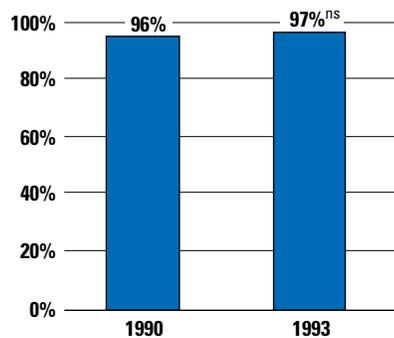


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	55	51
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	821	822
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	36%	36%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	96%	97% <sup>ns</sup>
---	-----	-------------------

### Direct Measure of the Objectives: School Dropouts

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

## 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	31%	32% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	34%	36% <sup>ns</sup>

### 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): <sup>10</sup>		
– 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

## NORTH DAKOTA

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 73% 76%<sup>ns</sup>
  - a teaching certificate in their main teaching assignment 99% 100%<sup>ns</sup>

#### 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):<sup>12</sup>
  - uses of educational technology 53% —
  - methods of teaching subject field 58% —
  - in-depth study in subject field 28% —
  - student assessment 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)<sup>13</sup> 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)<sup>14</sup> 6% 8%<sup>ns</sup>

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons

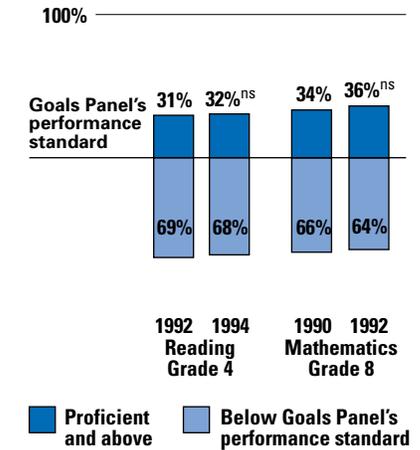
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 36% —

#### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 38% 39%<sup>ns</sup>
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

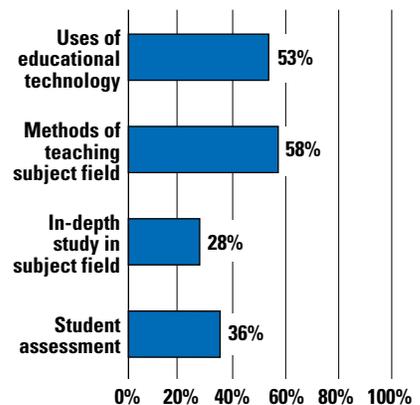


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

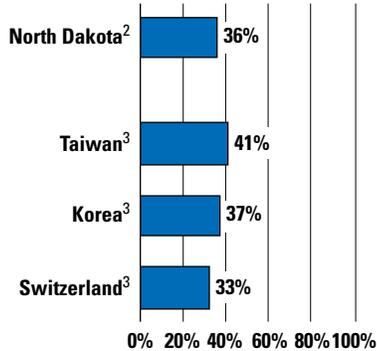
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 30% 33% ns

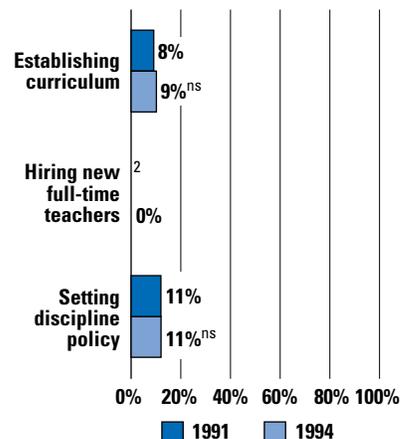
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 9% 13%
  - public school principals 4% 3% 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):<sup>30</sup>
  - establishing curriculum 8% 9% ns
  - hiring new full-time teachers (1994) \* 0%
  - setting discipline policy 11% 11%

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup> 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.

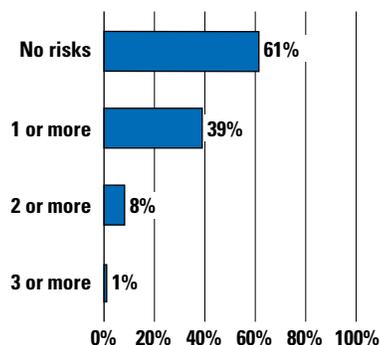
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	71	74
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	815	823
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	41%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	89%	90% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

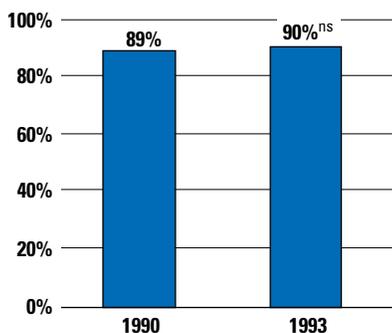
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	24%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	17%	—
– Grade 8 (1990, 1992)	19%	22% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 22% —

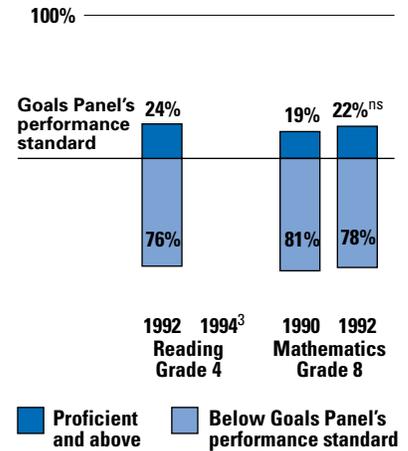
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 37% 39% ns
    - work with measuring instruments or geometric solids at least once a week (1992) 5% —

OHIO

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

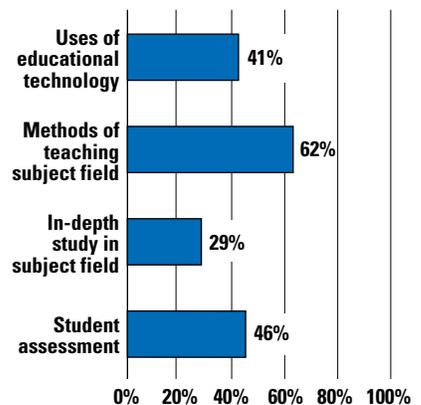


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

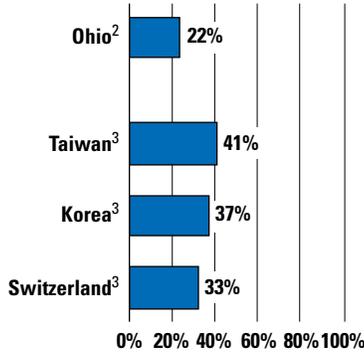
\* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

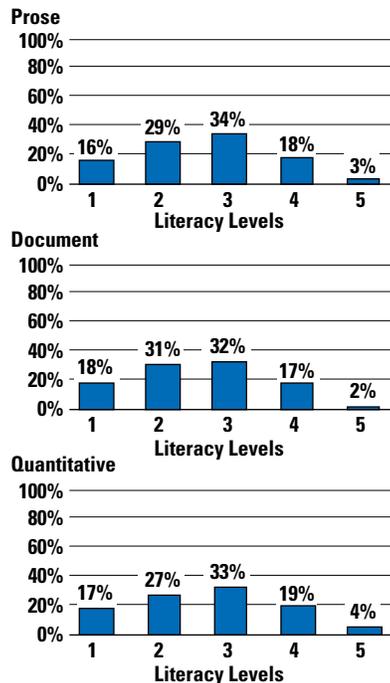
<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> 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 levels<sup>1</sup> (1992)



<sup>1</sup> 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	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):<sup>17</sup>

– 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)<sup>18</sup>

55%	—
-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup>

	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):<sup>26</sup>

	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):<sup>27</sup>

	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):<sup>28</sup>

	38%	42% ns
--	-----	--------

**GOAL 8: Parental Participation**

**Direct Measures of the Goal: Parent-School Partnerships**

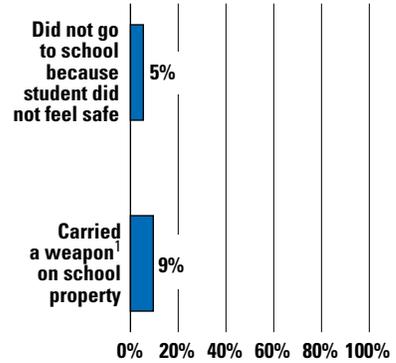
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):<sup>29</sup>

– 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):<sup>30</sup>

– establishing curriculum	7%	6% ns
– hiring new full-time teachers	4%	4%
– setting discipline policy	9%	9%

**School Safety**

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

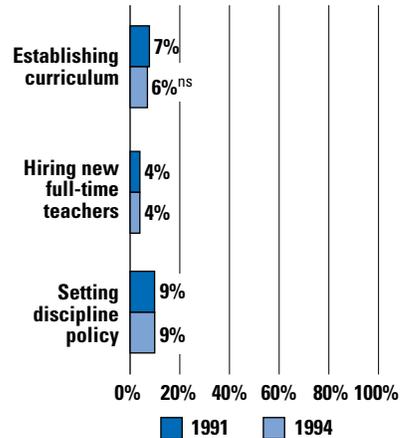


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

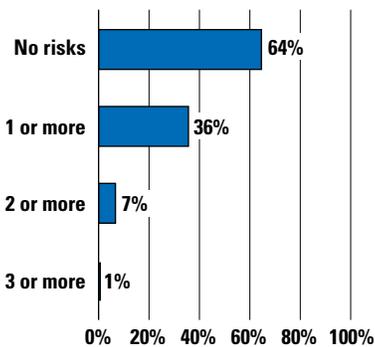
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

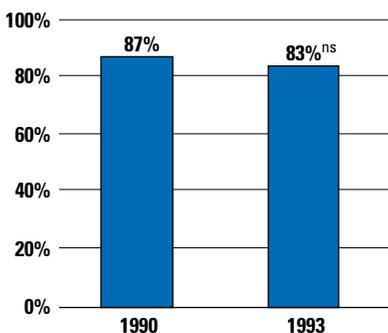


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	66	67
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	712	746
• Percentage of infants born in the state with one or more health risks (1992) <sup>3</sup>	36%	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	87%	83% <sup>ns</sup>
---	-----	-------------------

### Direct Measure of the Objectives: School Dropouts

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

## 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

OKLAHOMA

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 65% 61% ns
  - a teaching certificate in their main teaching assignment 98% 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 42% 45% ns

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

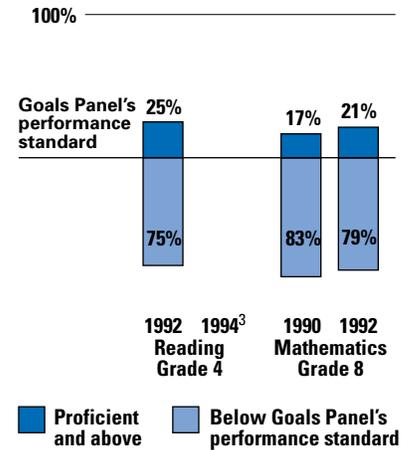
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 21% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 44% 33% ns
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

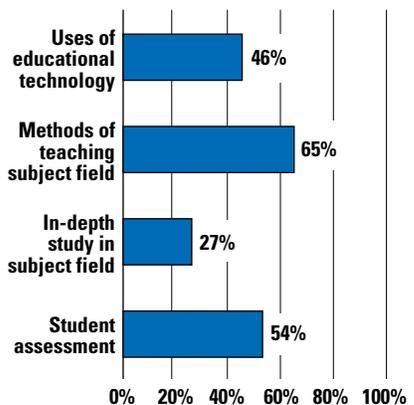


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
 ns Interpret with caution. Change was not statistically significant.

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

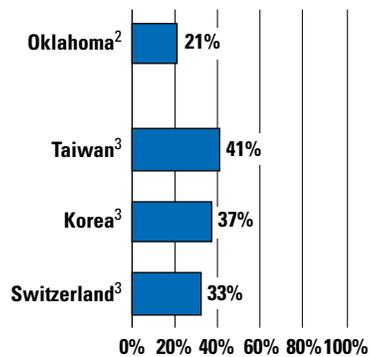
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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.

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 33% 39%

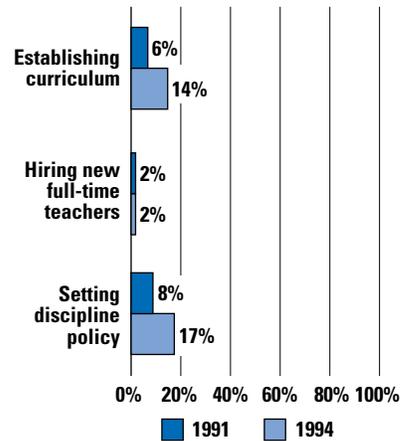
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 22% 28%
  - public school principals 15% 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):<sup>30</sup>
  - establishing curriculum 6% 14%
  - hiring new full-time teachers 2% 2%
  - setting discipline policy 8% 17%

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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.

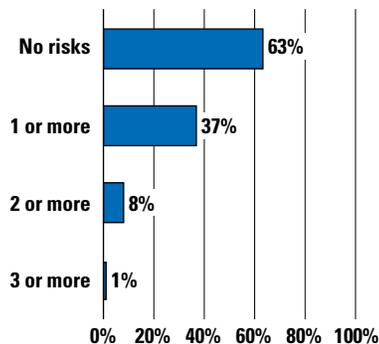
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

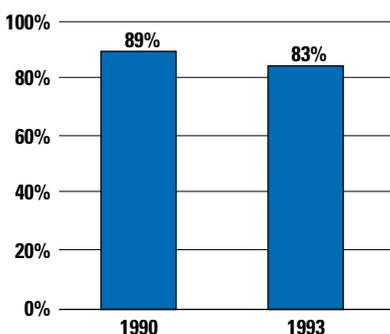


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	50	52
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	757	787
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	39%	37%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 64%      59%<sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 18%      18%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

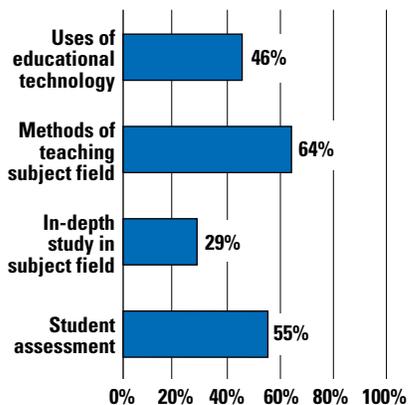
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41%    Korea=37%    Switzerland=33% —      —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 —      —

### 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
----------	--------------------

### 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):<sup>17</sup>
  - 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)<sup>18</sup> 77% —

#### Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>
  - 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)<sup>20</sup> 54% —

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

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

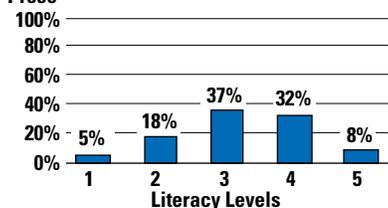
##### At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):<sup>21</sup>
  - 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)<sup>22</sup> — —

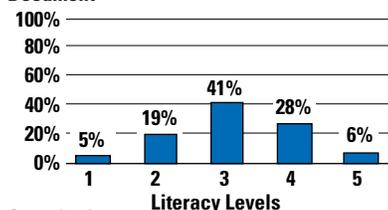
### Adult Literacy

Percentage of all adults aged 16-65 scoring at five literacy levels<sup>1</sup> (1990)

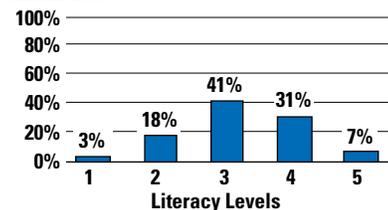
#### Prose



#### Document



#### Quantitative



<sup>1</sup> 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

Baseline	Most Recent Update
----------	--------------------

**Overall**

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 37% 57%

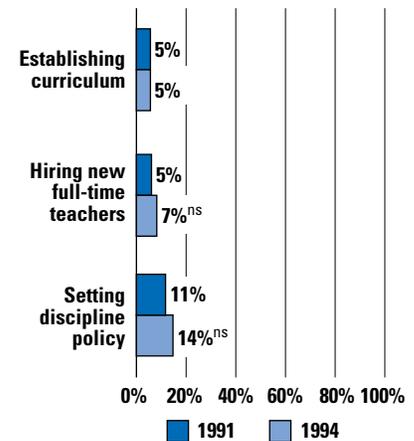
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 19% 30%
  - public school principals 13% 12%<sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 5% 5%
  - hiring new full-time teachers 5% 7%<sup>ns</sup>
  - setting discipline policy 11% 14%<sup>ns</sup>

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

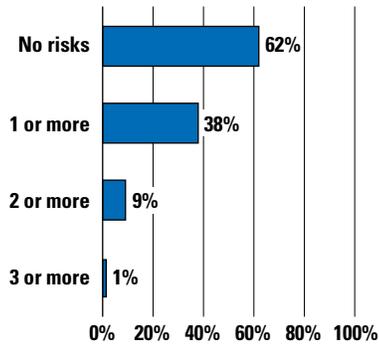
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

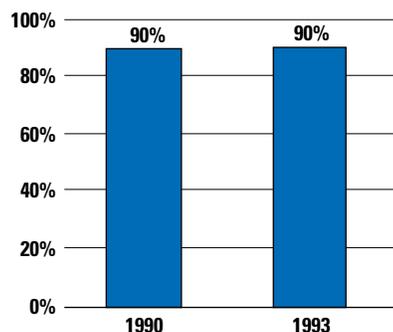


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	71	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	797	796
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	39%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	28%	26% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	21%	26% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

## PENNSYLVANIA

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 78%      72%
  - 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):<sup>12</sup>
  - uses of educational technology 43%      —
  - methods of teaching subject field 57%      —
  - in-depth study in subject field 24%      —
  - 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)<sup>13</sup> 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)<sup>14</sup> 20%      31%

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons

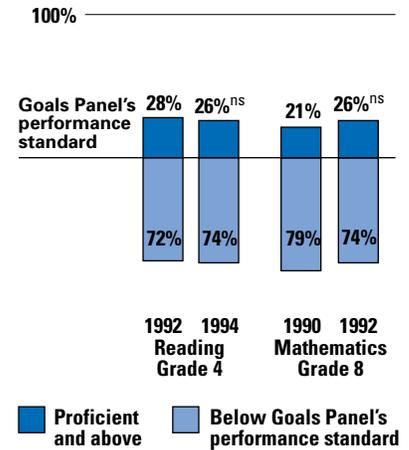
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41%    Korea=37%    Switzerland=33% 26%      —

#### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

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

#### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

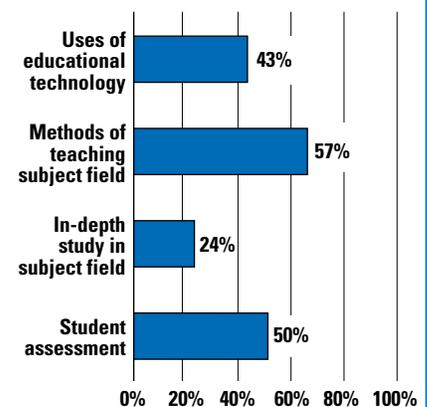


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

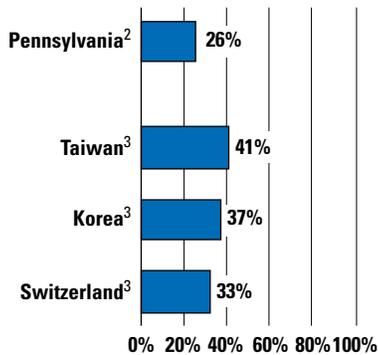
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

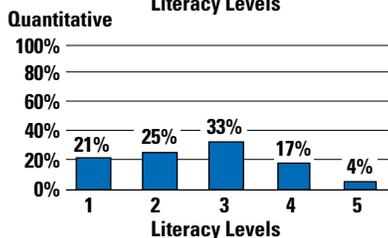
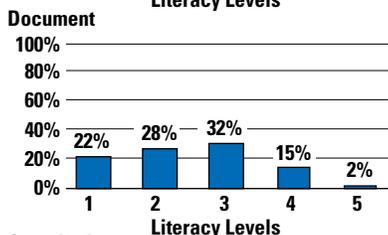
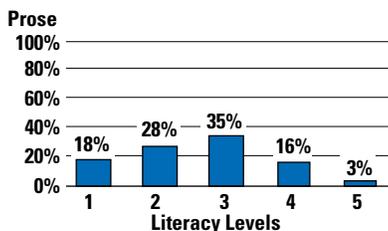
<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> 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 levels<sup>1</sup> (1992)



<sup>1</sup> 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	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):<sup>17</sup>

– 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)<sup>18</sup>

54%	—
-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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

### Overall

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 33% 49%

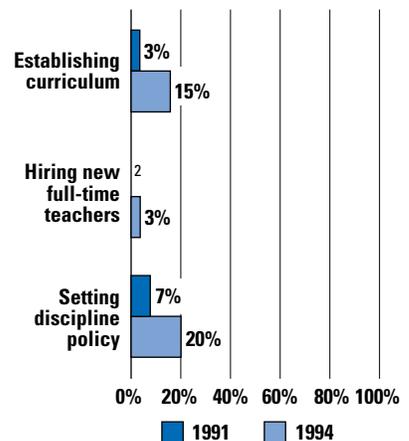
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 18% 21% ns
  - public school principals 13% 10% 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):<sup>30</sup>
  - establishing curriculum 3% 15%
  - hiring new full-time teachers (1994) \* 3%
  - setting discipline policy 7% 20%

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> 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.

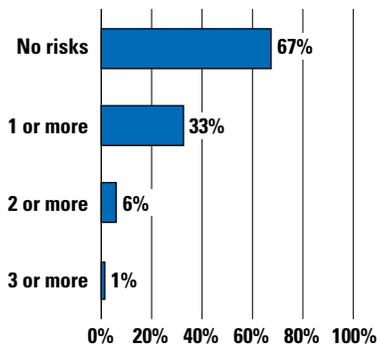
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	62	63
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	868	885
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	36%	33%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	87%	91% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

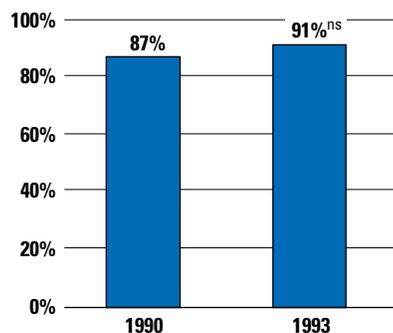
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	24%	27% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	14%	—
– Grade 8 (1990, 1992)	18%	20% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

RHODE ISLAND

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 72% 76%<sup>ns</sup>
  - a teaching certificate in their main teaching assignment 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):<sup>12</sup>
  - uses of educational technology 38% —
  - methods of teaching subject field 56% —
  - in-depth study in subject field 22% —
  - 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)<sup>13</sup> 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)<sup>14</sup> 11% 7%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

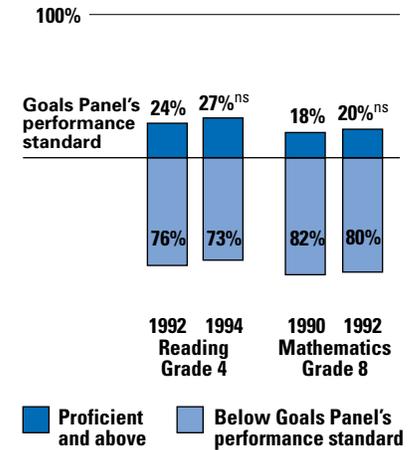
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 20% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 27% 38%
    - work with measuring instruments or geometric solids at least once a week (1992) 9% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

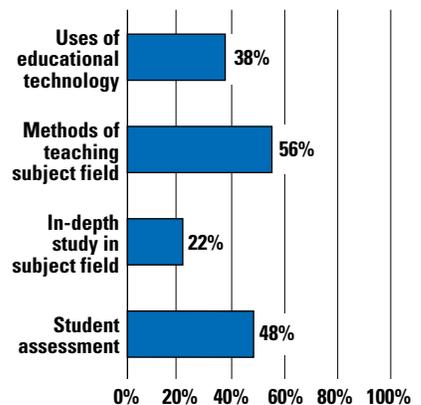


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

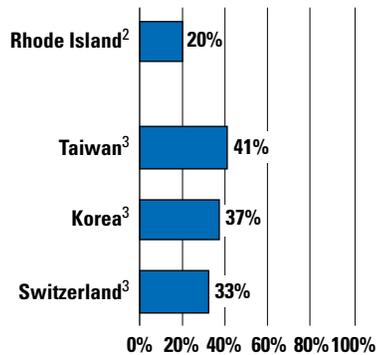
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

– Algebra and functions	43%	45% ns
– developing reasoning ability to solve unique problems	43%	53%
– communicating mathematics ideas	37%	46%

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):<sup>17</sup>

– all students	34%	35%
– minorities (Blacks, Hispanics, American Indians)	40%	42%
– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

a) registered to vote	73%	78%
b) voting	64%	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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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

**Overall**

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 52% 43% ns

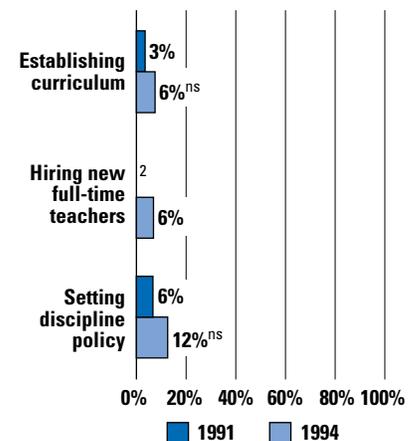
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 20% 26% ns
  - public school principals 11% 7% 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):<sup>30</sup>
  - establishing curriculum 3% 6% ns
  - hiring new full-time teachers (1994) \* 6%
  - setting discipline policy 6% 12% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup> 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.

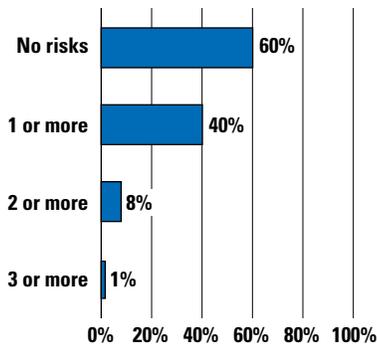
# SOUTH CAROLINA

## Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

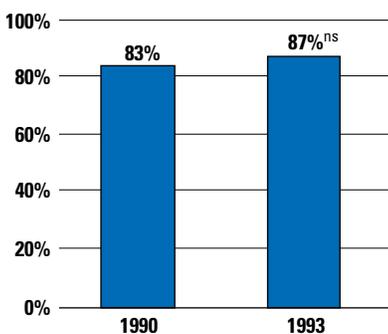


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	87	90
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	688	713
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	43%	40%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	83%	87% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	19%	16% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 69% 63%<sup>ns</sup>
  - a teaching certificate in their main teaching assignment 98% 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 18% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):<sup>16</sup>
  - a) 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% —

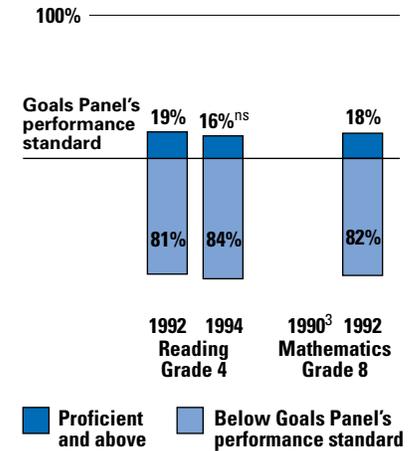
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

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

# SOUTH CAROLINA

## Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

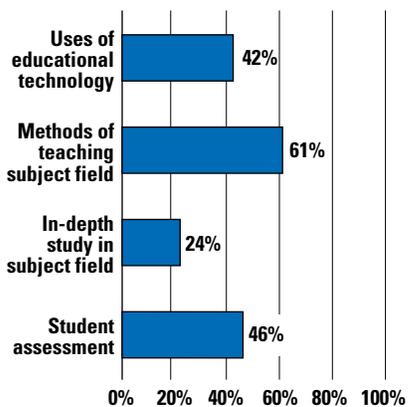


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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)

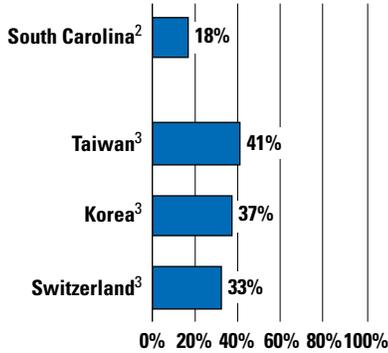


Source: National Center for Education Statistics and Westat, Inc., 1995

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

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

— —

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
 

– marijuana	12%	13% <sup>ns</sup>
– cocaine	2%	2%
  - b) Having five or more drinks in a row during the past 30 days
 

	27%	25% <sup>ns</sup>
--	-----	-------------------

### 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):<sup>24</sup>
  - 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):<sup>25</sup>

	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):<sup>26</sup>

	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):<sup>27</sup>

	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):<sup>28</sup>

	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):<sup>29</sup>

– public school teachers	32%	36% <sup>ns</sup>
– public school principals	22%	27% <sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>

– establishing curriculum	10%	12% <sup>ns</sup>
– hiring new full-time teachers	0%	*
– setting discipline policy	11%	18% <sup>ns</sup>

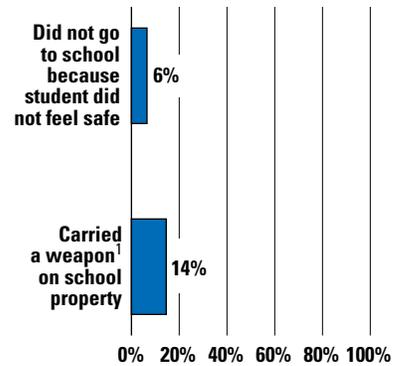
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

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

## SOUTH 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)

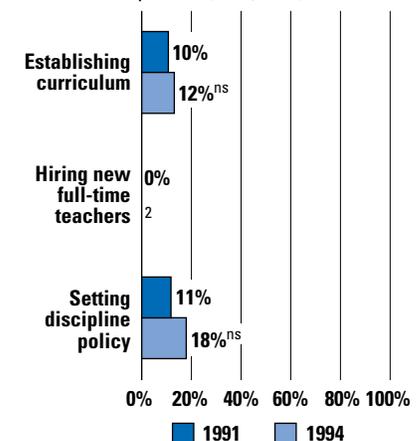


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup> 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
----------	--------------------

### 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) <sup>1</sup>	51	52
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	787	790
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	88%	93% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

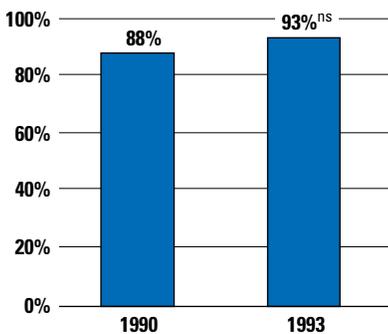
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 62% 59% <sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 15% 13% <sup>ns</sup>

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons

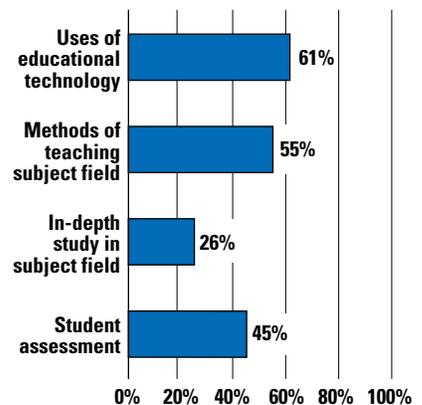
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

#### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 — —

#### 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.

**Measuring State Progress Toward the Goals and Objectives**

Baseline	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): <sup>17</sup>		
– 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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	53%	—
--	-----	---

**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): <sup>21</sup>		
– 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) <sup>22</sup>	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

### Overall

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
    - marijuana 12% 10%<sup>ns</sup>
    - cocaine 2% 3%<sup>ns</sup>
  - b) Having five or more drinks in a row during the past 30 days 42% 44%<sup>ns</sup>

### 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):<sup>24</sup>
  - 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% —
- 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):<sup>25</sup> 6% —
- 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 31% 40%

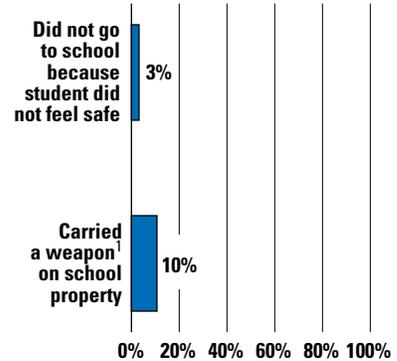
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 18% 18%
  - public school principals 10% 11%<sup>ns</sup>
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 5% 8%<sup>ns</sup>
  - hiring new full-time teachers 2% 3%<sup>ns</sup>
  - setting discipline policy 13% 14%<sup>ns</sup>

### School Safety

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

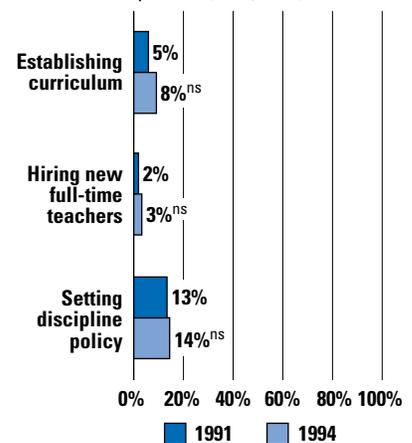


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

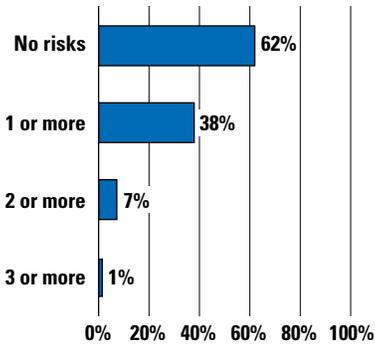
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

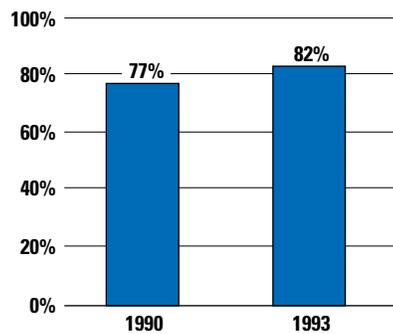


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	82	85
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	776	796
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	38%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	20%	22% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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 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

TENNESSEE

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 23% 27% ns

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

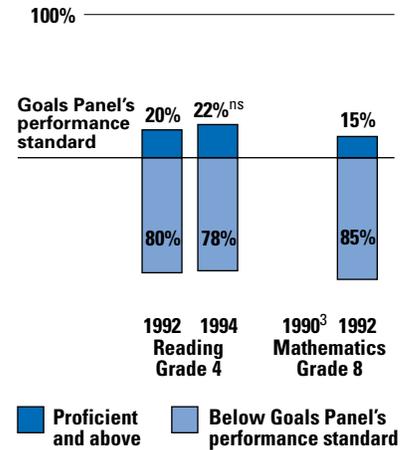
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 15% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):<sup>16</sup>
  - a) 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

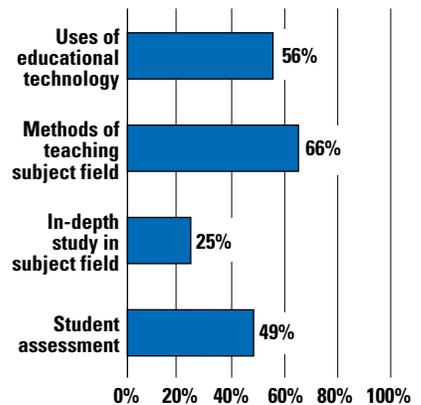


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

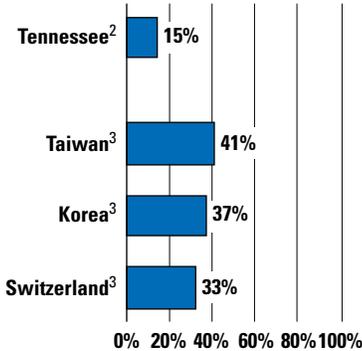
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
 

– marijuana	17%	—
– 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):<sup>24</sup>
  - 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):<sup>25</sup>
- 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):<sup>26</sup>
- 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):<sup>27</sup>

**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):<sup>28</sup>

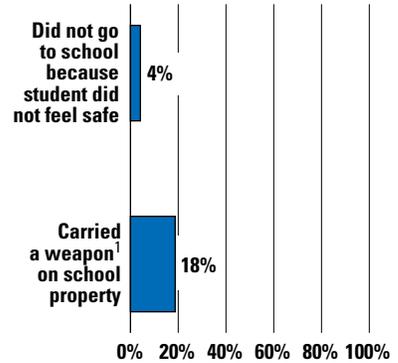
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - 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):<sup>30</sup>
  - 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)

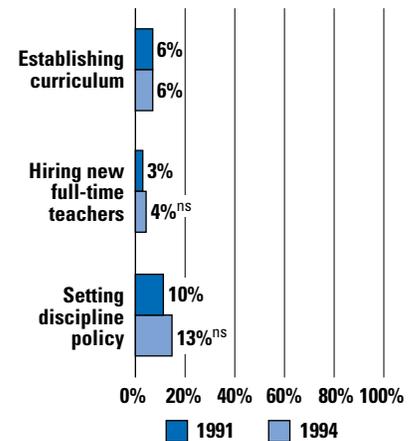


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup>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.

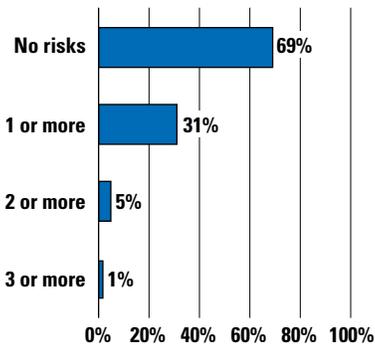
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

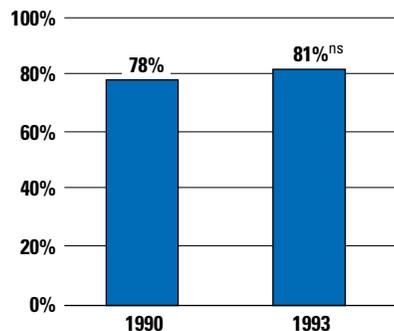


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	69	70
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	683	703
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	32%	31%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	78%	81% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992) <sup>7</sup>	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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	20%	22% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 54% 51% ns
  - 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):<sup>12</sup>
  - uses of educational technology 62% —
  - methods of teaching subject field 75% —
  - in-depth study in subject field 40% —
  - student assessment 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)<sup>13</sup> 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)<sup>14</sup> 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 21% —

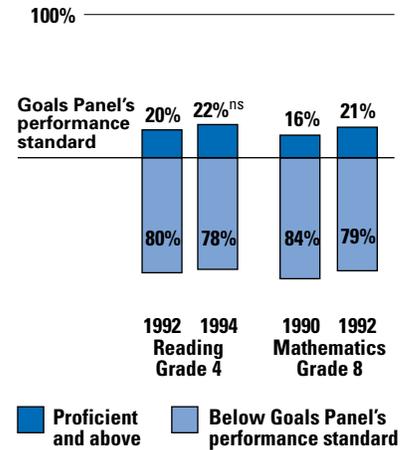
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 39% 55%
    - work with measuring instruments or geometric solids at least once a week (1992) 8% —

TEXAS

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

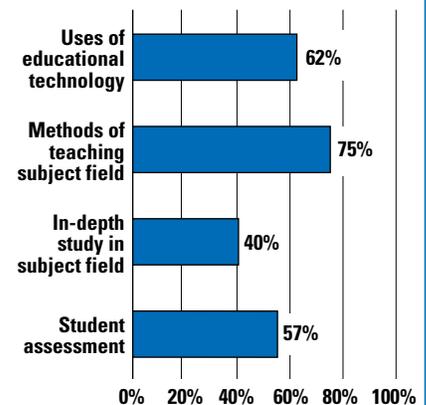


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

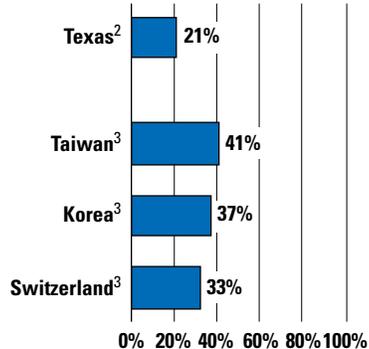
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

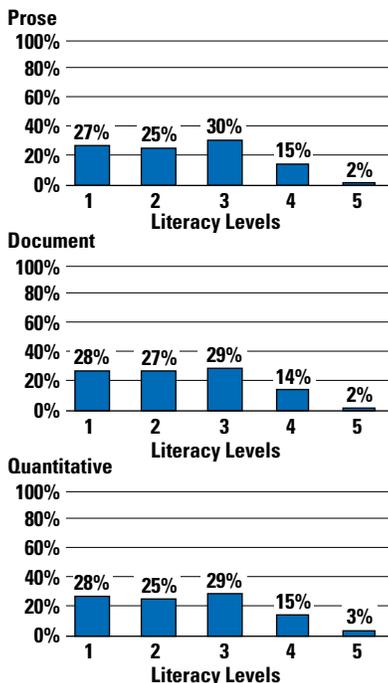


<sup>1</sup> A complete description of assessment participants can be found in Appendix A.  
<sup>2</sup> Plus or minus 3 percentage points.  
<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

### Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels<sup>1</sup> (1992)



<sup>1</sup> 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	52%	57% ns
– developing reasoning ability to solve unique problems	45%	61%
– 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):<sup>17</sup>

– 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)<sup>18</sup>

47%	—
-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 41% 46% ns

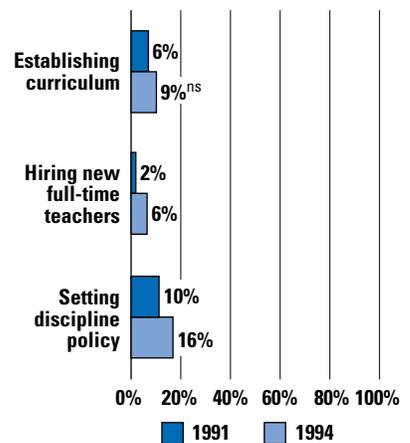
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 32% 36% ns
  - public school principals 22% 18% 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):<sup>30</sup>
  - establishing curriculum 6% 9% ns
  - hiring new full-time teachers 2% 6%
  - setting discipline policy 10% 16%

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup> 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.

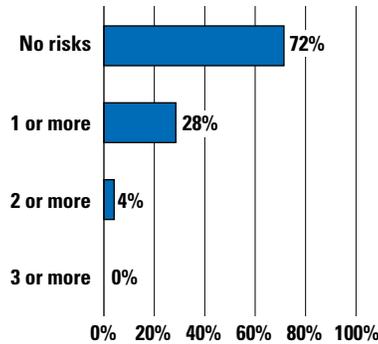
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

**Children’s Health Index**

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

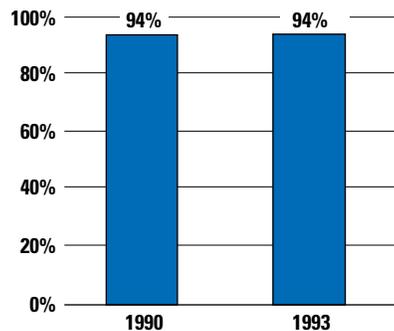


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

**High School Completion**

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.  
<sup>2</sup> Includes traditional high school diploma and alternative credential.  
<sup>3</sup> 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) <sup>1</sup>	57	56
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	842	850
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	29%	28% ns
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

**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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 32%      40%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

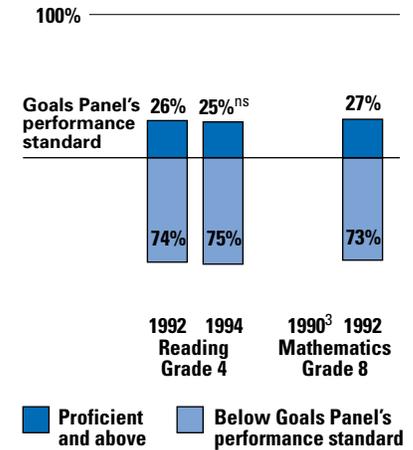
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41%    Korea=37%    Switzerland=33% 27%      —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1992):<sup>16</sup>
  - a) 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

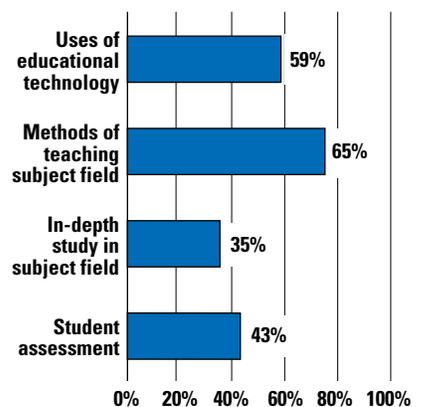


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

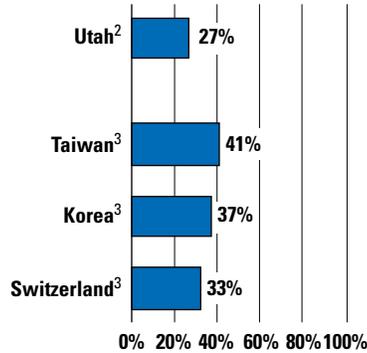
\* Data not reported due to small sample size. See page 23 for a Guide to Reading the State Pages.

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

## Measuring State Progress Toward the Goals and Objectives

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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

Baseline	Most Recent Update
----------	--------------------

**Overall**

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
    - marijuana 8% 7% ns
    - cocaine 2% 2%
  - b) Having five or more drinks in a row during the past 30 days 19% 17% 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):<sup>24</sup>
  - a) Carried a weapon such as a gun, knife, or club on school property 11% —
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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)<sup>28</sup> 33% 54%

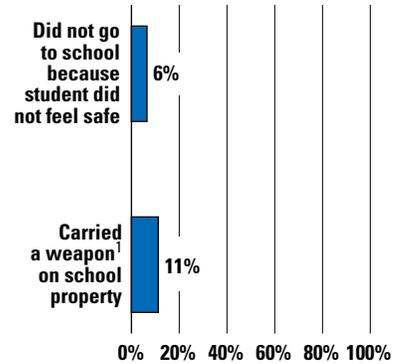
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 18% 19% ns
  - public school principals 13% 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):<sup>30</sup>
  - establishing curriculum 5% 10% ns
  - hiring new full-time teachers 2% 6%
  - setting discipline policy 14% 29%

**School Safety**

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

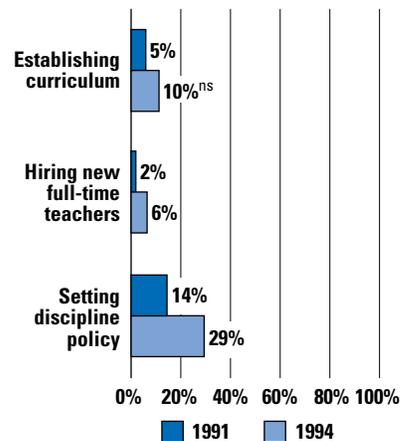


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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.

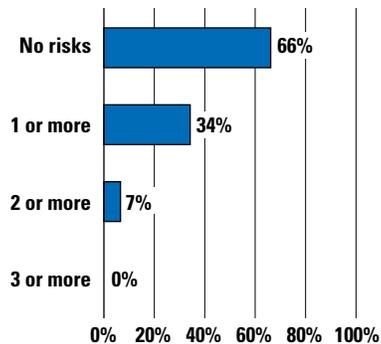
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

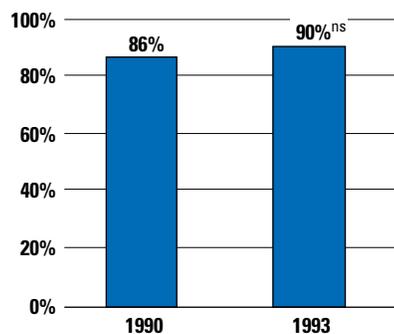


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	53	56
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	824	845
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	38%	34%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	86%	90% <sup>ns</sup>
---	-----	-------------------

### Direct Measure of the Objectives: School Dropouts

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

## 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 12% 12%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

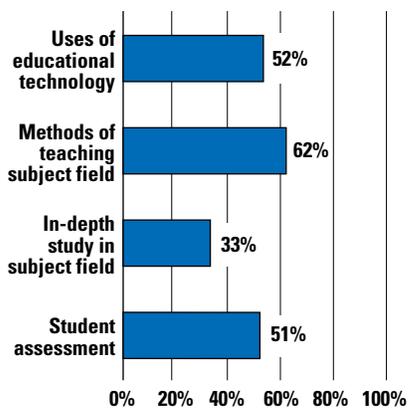
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 — —

### 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.

Measuring State Progress Toward the Goals and Objectives

Baseline	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): <sup>17</sup>		
– all students	44%	45%
– minorities (Blacks, Hispanics, American Indians)	43%	46%
– females	40%	42%

**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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
a) registered to vote	79%	79%
b) voting	65%	71%

**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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 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):<sup>29</sup>
  - 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):<sup>30</sup>
  - establishing curriculum 3% 7% ns
  - hiring new full-time teachers (1994) \* 12%
  - setting discipline policy 5% 13%

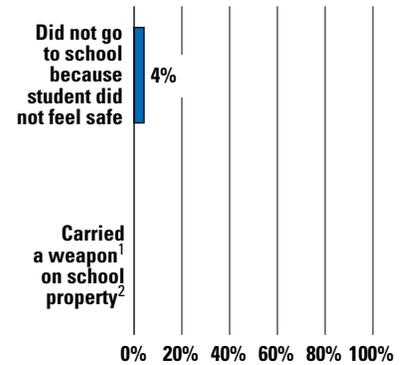
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

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

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)

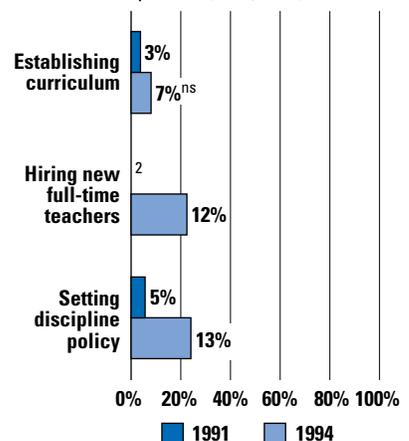


<sup>1</sup> Such as a gun, knife, or club.  
<sup>2</sup> Data not available.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>2</sup> Data not reported due to small sample size.

ns Interpret with caution. Change was not statistically significant.

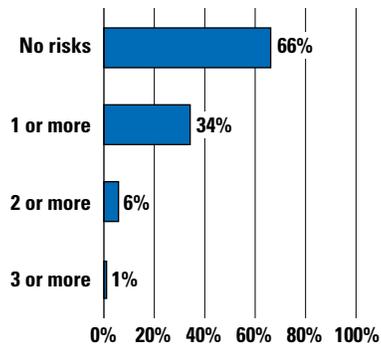
Source: National Center for Education Statistics and Westat, Inc., 1995

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

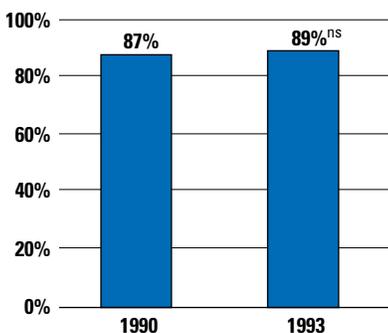


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	72	74
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	800	818
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	35%	34%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	87%	89% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	28%	23% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	21%	23% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 72% 61%
  - a teaching certificate in their main teaching assignment 97% 96%<sup>ns</sup>

### 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 21% 30%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

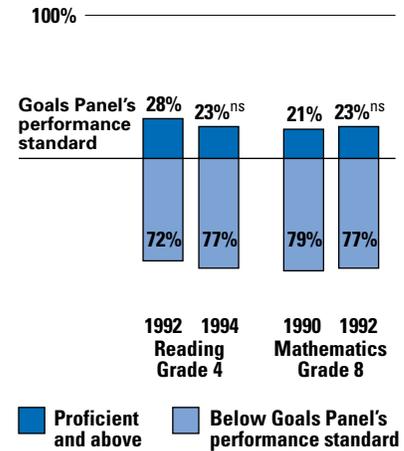
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 23% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 48% 53%<sup>ns</sup>
    - work with measuring instruments or geometric solids at least once a week (1992) 3% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

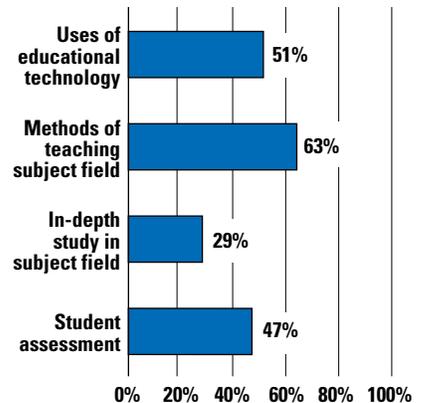


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

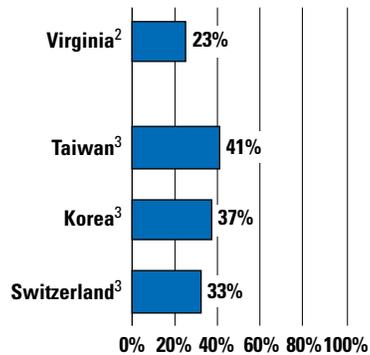
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

– Algebra and functions	52%	52%
– developing reasoning ability to solve unique problems	46%	48% ns
– communicating mathematics ideas	46%	47% ns

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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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): <sup>23</sup>		
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): <sup>24</sup>		
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): <sup>25</sup>	—	—
• 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): <sup>26</sup>	—	—
• 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) <sup>27</sup>	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) <sup>28</sup>	32%	55%
---	-----	-----

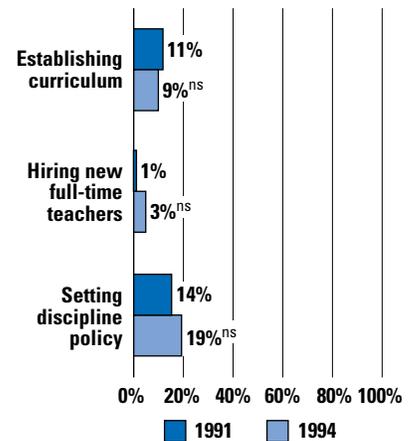
**GOAL 8: Parental Participation**

**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): <sup>29</sup>		
– public school teachers	22%	28% ns
– public school principals	10%	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): <sup>30</sup>		
– establishing curriculum	11%	9% ns
– hiring new full-time teachers	1%	3% ns
– setting discipline policy	14%	19% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> 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

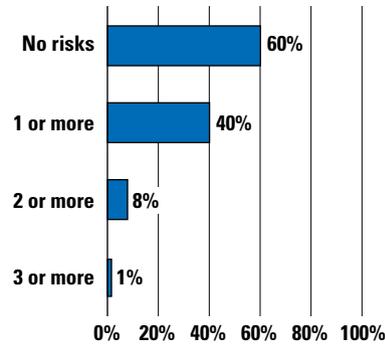
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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.

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

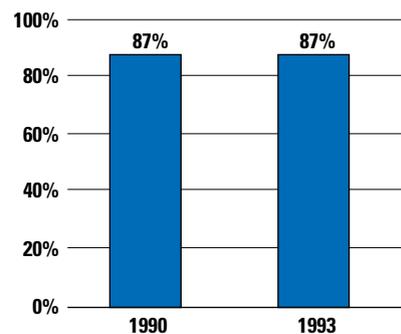


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.  
<sup>2</sup> Includes traditional high school diploma and alternative credential.  
<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

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

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) <sup>1</sup>	53	53
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	773	798
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	34%	40%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– Grade 4 (1994)	22%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

WASHINGTON

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 20% 23% ns

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

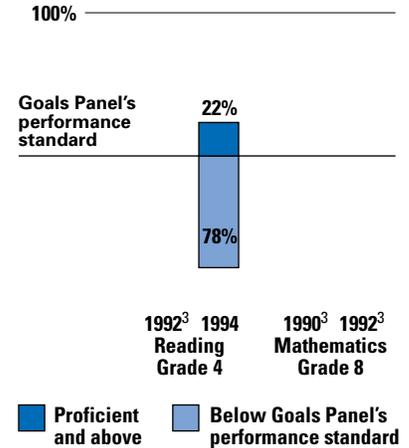
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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 — —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

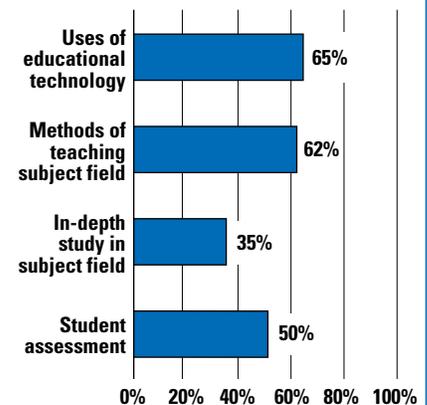


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.

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
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

69%	—
-----	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

a) registered to vote	71%	75% <sup>ns</sup>
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)<sup>20</sup>

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):<sup>21</sup>

– alcohol	—	—
– marijuana	—	—

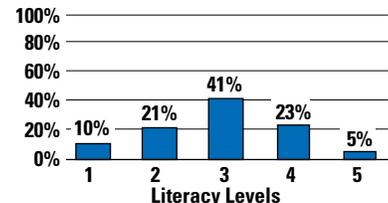
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)<sup>22</sup>

—	—
---	---

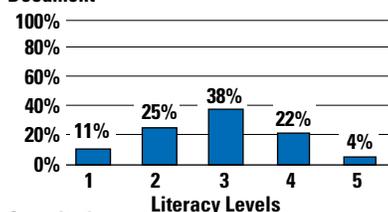
#### Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels<sup>1</sup> (1992)

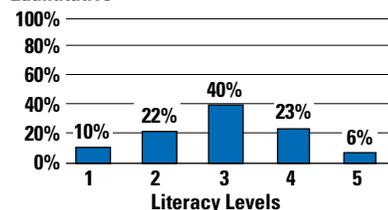
##### Prose



##### Document



##### Quantitative



<sup>1</sup> 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

# Measuring State Progress Toward the Goals and Objectives

WASHINGTON

Baseline

Most Recent Update

**Overall**

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> 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):<sup>28</sup> 39% 45% ns

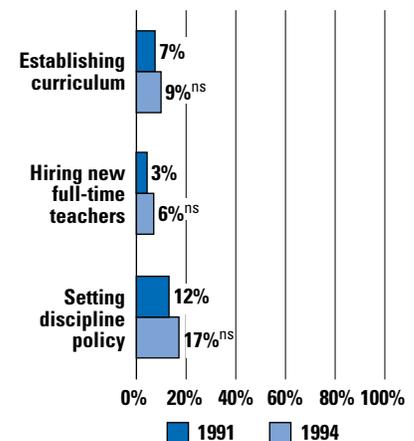
**GOAL 8: Parental Participation**

**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):<sup>29</sup>
  - public school teachers 22% 25% 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):<sup>30</sup>
  - establishing curriculum 7% 9% ns
  - hiring new full-time teachers 3% 6% ns
  - setting discipline policy 12% 17% ns

**Parent-School Partnerships**

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



<sup>1</sup> On a 6-point scale from “no influence” to “a great deal of influence,” defined as a response to the top two points.

<sup>ns</sup> 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.

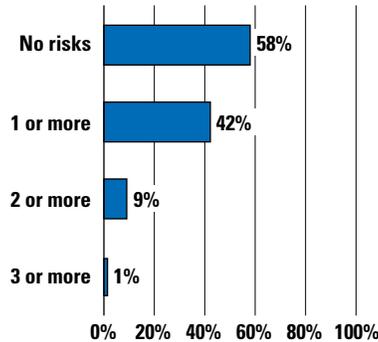
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	71	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	734	767
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	43%	42%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	83%	86% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### GOAL 3: Student Achievement and Citizenship

#### Direct Measures of the Goal: Student Achievement

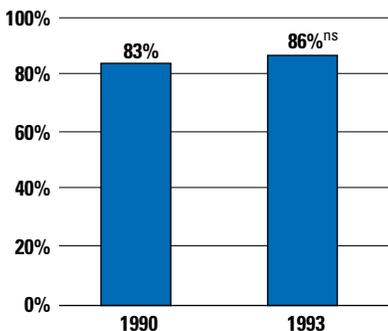
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	22%	22%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	12%	13% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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

## WEST VIRGINIA

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 16% 15% ns

### GOAL 5: Mathematics and Science

#### Direct Measure of the Goal: International Student Achievement Comparisons

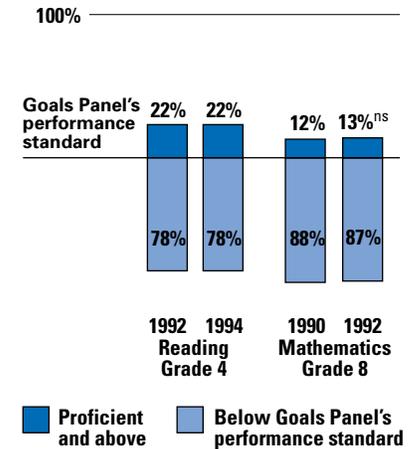
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 13% —

#### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) 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% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

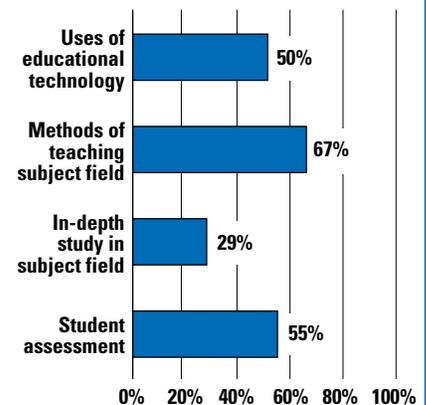


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

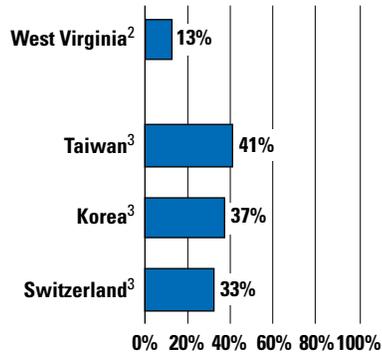
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### Mathematics and Science (continued)

b) whose mathematics teachers heavily emphasize:

– Algebra and functions	41%	46% ns
– developing reasoning ability to solve unique problems	44%	47% ns
– communicating mathematics ideas	38%	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):<sup>17</sup>

– all students	32%	33%
– minorities (Blacks, Hispanics, American Indians)	31%	33%
– females	29%	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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

a) registered to vote	65%	65%
b) voting	53%	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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
    - marijuana 17% 18%<sup>ns</sup>
    - cocaine 2% 2%
  - b) Having five or more drinks in a row during the past 30 days 42% 39%<sup>ns</sup>

## 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 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):<sup>29</sup>
  - public school teachers 23% 27%<sup>ns</sup>
  - 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):<sup>30</sup>
  - establishing curriculum 8% 5%<sup>ns</sup>
  - hiring new full-time teachers \* \*
  - setting discipline policy 8% 15%<sup>ns</sup>

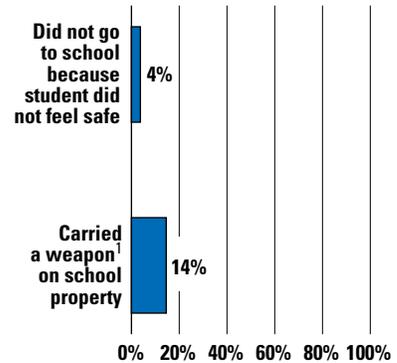
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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)

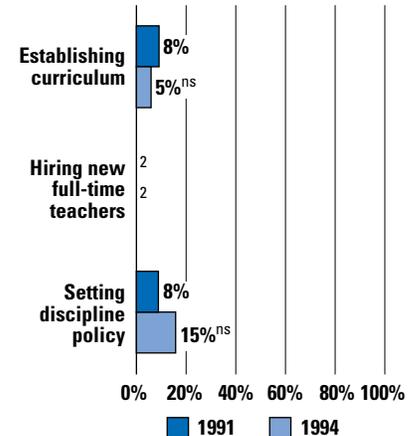


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup> Interpret with caution. Change was not statistically significant.

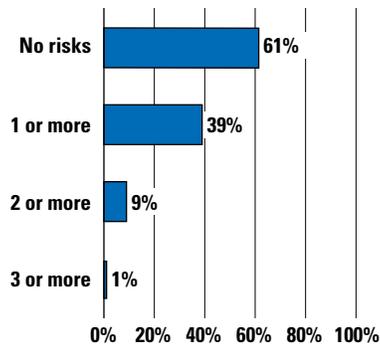
Source: National Center for Education Statistics and Westat, Inc., 1995

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

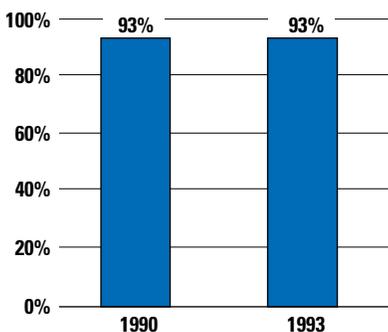


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> 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) <sup>1</sup>	59	59
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	817	820
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	42%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	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) <sup>7</sup>	—	—
---	---	---

### 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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

WISCONSIN

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 79% 63%
  - a teaching certificate in their main teaching assignment 98% 97%<sup>ns</sup>

### 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 12% 18%

## GOAL 5: Mathematics and Science

### Direct Measure of the Goal: International Student Achievement Comparisons

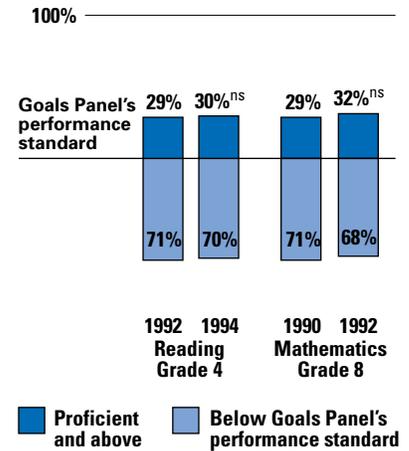
- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 32% —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 43% 53%<sup>ns</sup>
    - 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 standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

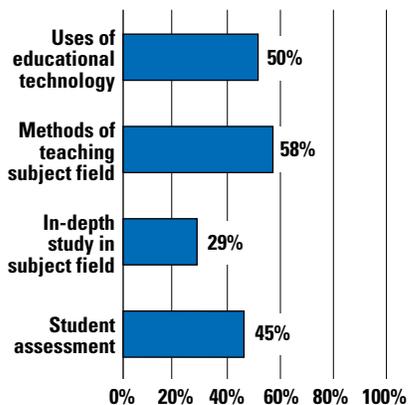


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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.

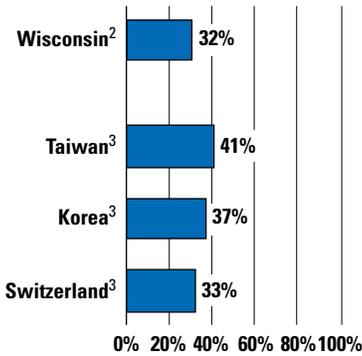
\* Data not reported due to small sample size.  
 See page 23 for a Guide to Reading the State Pages.

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

# WISCONSIN

## International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 3 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

## Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
--	----------	--------------------

### 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% <sup>ns</sup>
-----	-------------------

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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

a) registered to vote	86%	85% <sup>ns</sup>
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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> 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):<sup>28</sup> 41% 51%

## GOAL 8: Parental Participation

### Direct Measures of the Goal: Parent-School Partnerships

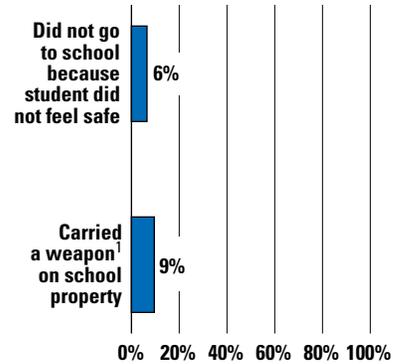
- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):<sup>29</sup>
  - public school teachers 19% 21%<sup>ns</sup>
  - public school principals 9% 9%
- Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):<sup>30</sup>
  - establishing curriculum 2% 4%<sup>ns</sup>
  - hiring new full-time teachers 1% 5%
  - setting discipline policy 10% 16%<sup>ns</sup>

— 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.

### School Safety

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

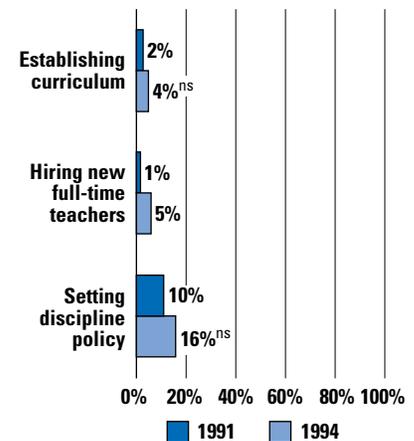


<sup>1</sup> Such as a gun, knife, or club.

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 influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>ns</sup>Interpret with caution. Change was not statistically significant.

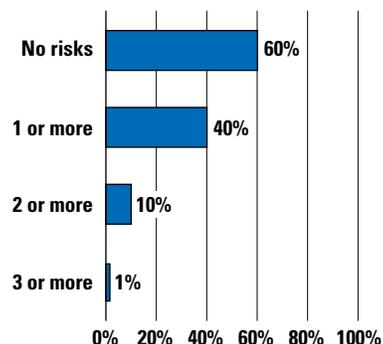
Source: National Center for Education Statistics and Westat, Inc., 1995

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

Baseline	Most Recent Update
----------	--------------------

### Children's Health Index

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)

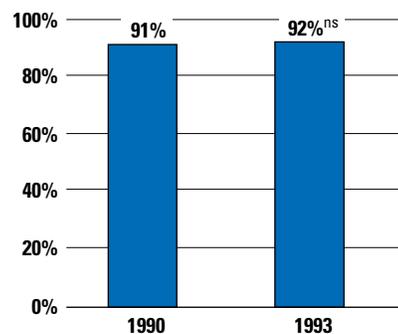


<sup>1</sup> Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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

### High School Completion

Percentage of all 18- to 24-year-olds<sup>1</sup> who have a high school credential<sup>2</sup> (1990, 1993)<sup>3</sup>



<sup>1</sup> Does not include those still in high school.

<sup>2</sup> Includes traditional high school diploma and alternative credential.

<sup>3</sup> Uses three-year averages (1989-1991, 1992-1994).

<sup>ns</sup> 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) <sup>1</sup>	74	73
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	806	790
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	41%	40% <sup>ns</sup>
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	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) <sup>5</sup>	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) <sup>6</sup>	91%	92% <sup>ns</sup>
---	-----	-------------------

#### Direct Measure of the Objectives: School Dropouts

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

### 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: <sup>8</sup> ▲		
– Grade 4 (1992, 1994)	28%	26% <sup>ns</sup>
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: <sup>9</sup>		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	24%	26% <sup>ns</sup>

#### 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): <sup>10</sup>		
– 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

Baseline

Most Recent Update

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - an undergraduate or graduate degree in their main teaching assignment 69% 72%<sup>ns</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> 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)<sup>14</sup> 13% 15%<sup>ns</sup>

## 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% 26% —

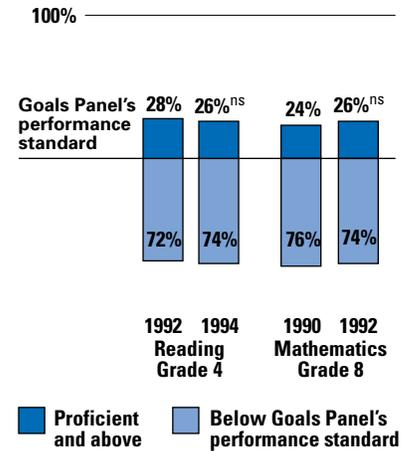
### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 70% 58%
    - work with measuring instruments or geometric solids at least once a week (1992) 8% —

WYOMING

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)

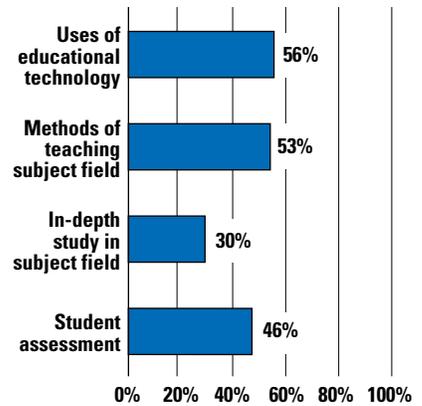


<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

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

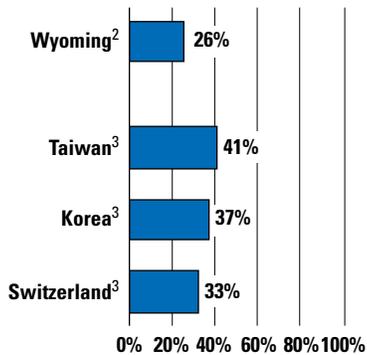
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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 students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 2 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

—	—
---	---

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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)<sup>26</sup> — —
- 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)<sup>27</sup> 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)<sup>28</sup> 28% 39%

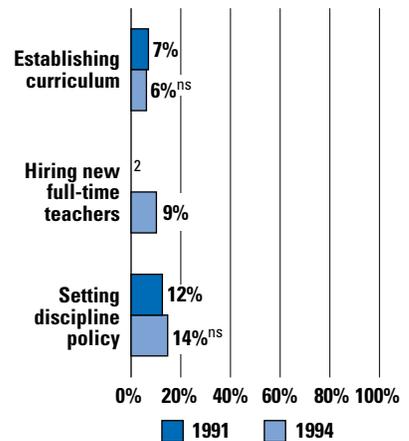
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - public school teachers 15% 17% ns
  - public school principals 7% 10% 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):<sup>30</sup>
  - establishing curriculum 7% 6% ns
  - hiring new full-time teachers \* 9%
  - setting discipline policy 12% 14% ns

### Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence<sup>1</sup> on the following decisions and policies (1991, 1994)



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

<sup>2</sup> Data not reported due to small sample size.

<sup>ns</sup> 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) <sup>1</sup>	—	—
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	—	—
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	—	—

**Direct Measure of the Objectives: Preschool Programs**

• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) <sup>5</sup>	—	—
--	---	---

**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) <sup>6</sup>	—	—
---	---	---

**Direct Measure of the Objectives: School Dropouts**

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

**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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

### GOAL 4: Teacher Education and Professional Development

#### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> — —

#### 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)<sup>14</sup> — —

### 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

#### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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
----------	--------------------

**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): <sup>17</sup>		
– 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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> 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)<sup>26</sup> 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)<sup>27</sup> —

### 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)<sup>28</sup> —

## 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):<sup>29</sup>
  - 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):<sup>30</sup>
  - establishing curriculum —
  - hiring new full-time teachers —
  - setting discipline policy —

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

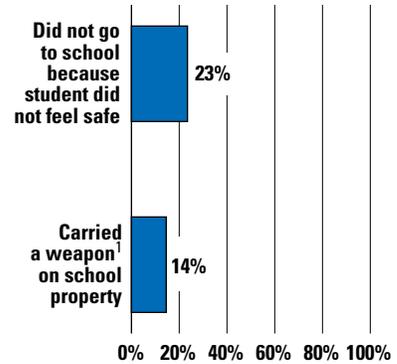
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

## 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)



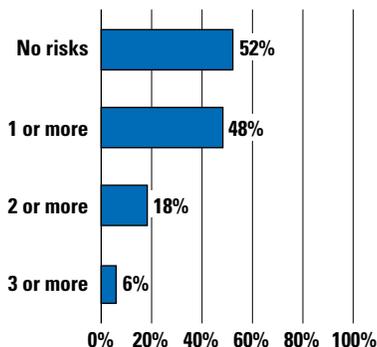
<sup>1</sup> Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Baseline	Most Recent Update
----------	--------------------

**Children's Health Index**

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	72	77
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	669	609
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	35%	48%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	—	—

**Direct Measure of the Objectives: Preschool Programs**

• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) <sup>5</sup>	—	—
--	---	---

**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) <sup>6</sup>	—	—
---	---	---

**Direct Measure of the Objectives: School Dropouts**

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

**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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– Grade 4 (1992)	5%	—
– Grade 8 (1990, 1992)	5%	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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> — —

### 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)<sup>14</sup> — —

## 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):<sup>15</sup>

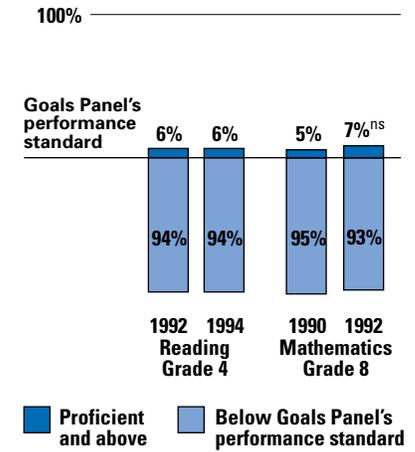
Taiwan=41%	Korea=37%	Switzerland=33%	7%	—
------------	-----------	-----------------	----	---

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - work in small groups at least once a week 33% 38%
    - work with measuring instruments or geometric solids at least once a week (1992) 1% —

### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)



<sup>1</sup> A complete description of the performance standard can be found in Appendix A.

<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.

<sup>ns</sup> Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

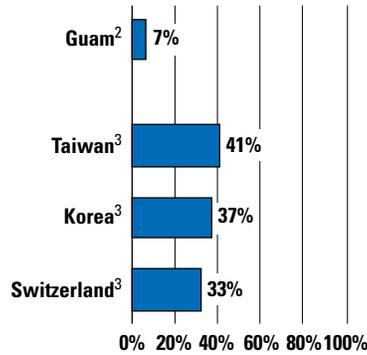
— Data not available.  
ns Interpret with caution. Change was not statistically significant.

\* 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.

**International Comparisons in Mathematics**

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.  
<sup>2</sup> Plus or minus 1 percentage points.  
<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

**Mathematics and Science (continued)**

b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	37%	28%
– developing reasoning ability to solve unique problems	15%	37%
– communicating mathematics ideas	19%	43%
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): <sup>17</sup>		
– all students	26%	14%
– minorities (Blacks, Hispanics, American Indians)	0%	33%
– females	24%	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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> — —

**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):<sup>28</sup> — —

**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):<sup>29</sup>
  - 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):<sup>30</sup>
  - 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

### 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)<sup>1</sup> — —
- Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)<sup>2</sup> — —
- Percentage of infants born in the state with one or more health risks (1990, 1992)<sup>3</sup> — —
- Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)<sup>4</sup> — —

#### Direct Measure of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)<sup>5</sup> — —

### 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)<sup>6</sup> — —

#### Direct Measure of the Objectives: School Dropouts

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

### 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:<sup>8</sup> ▲
  - 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:<sup>9</sup>
  - 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):<sup>10</sup>
  - 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> — —

### 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)<sup>14</sup> — —

## 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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
----------	--------------------

**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): <sup>17</sup>		
– 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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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

### Overall

- Percentage of public high school students who reported (1990, 1993):<sup>23</sup>
  - 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):<sup>24</sup>
  - 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):<sup>25</sup>
- 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):<sup>26</sup>
- 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):<sup>27</sup>

—	—
—	—
—	—
—	—
—	—

### 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):<sup>28</sup>

—	—
---	---

## 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):<sup>29</sup>
  - 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):<sup>30</sup>
  - establishing curriculum
  - hiring new full-time teachers
  - setting discipline policy

—	—
—	—
—	—
—	—
—	—
—	—

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

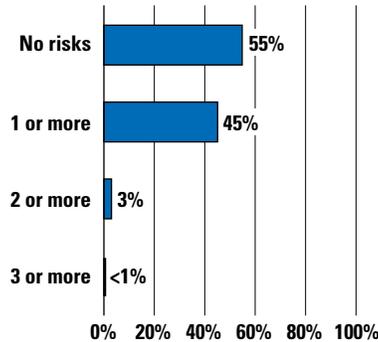
\* Data not reported due to small sample size.  
See page 23 for a Guide to Reading the State Pages.

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

Baseline	Most Recent Update
----------	--------------------

**Children’s Health Index**

Percentage of infants born in the state with 1 or more health risks<sup>1</sup> (1992)



<sup>1</sup> 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) <sup>1</sup>	91	94
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	711	764
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	48%	45%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	—	—

**Direct Measure of the Objectives: Preschool Programs**

• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) <sup>5</sup>	—	—
--	---	---

**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) <sup>6</sup>	—	—
---	---	---

**Direct Measure of the Objectives: School Dropouts**

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

**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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– 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): <sup>10</sup>		
– 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

## GOAL 4: Teacher Education and Professional Development

### Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> — —

### 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)<sup>14</sup> — —

## 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):<sup>15</sup>
  - Taiwan=41% Korea=37% Switzerland=33% — —

### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - 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.

Measuring State Progress Toward the Goals and Objectives

Baseline	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): <sup>17</sup>		
– 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) <sup>18</sup>	—	—
--	---	---

**Direct Measure of the Goal: Citizenship**

• Percentage of all U.S. citizens (1988, 1992): <sup>19</sup>		
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) <sup>20</sup>	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): <sup>21</sup>		
– 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) <sup>22</sup>	—	—

— 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

PUERTO RICO

Baseline

Most Recent Update

### Overall

- Percentage of public high school students who reported (1991):<sup>23</sup>
  - a) Using the following at least once during the past 30 days:
    - marijuana 4% —
    - cocaine 2% —
  - b) Having five or more drinks in a row during the past 30 days 18% —

### 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):<sup>24</sup>
  - 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):<sup>25</sup> — —
- 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):<sup>26</sup> — —
- 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):<sup>27</sup> — —

### 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):<sup>28</sup> — —

## 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):<sup>29</sup>
  - 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):<sup>30</sup>
  - 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
----------	--------------------

**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) <sup>1</sup>	93	89
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) <sup>2</sup>	469	509
• Percentage of infants born in the state with one or more health risks (1990, 1992) <sup>3</sup>	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994) <sup>4</sup>	—	—

**Direct Measure of the Objectives: Preschool Programs**

• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) <sup>5</sup>	—	—
--	---	---

**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) <sup>6</sup>	—	—
---	---	---

**Direct Measure of the Objectives: School Dropouts**

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

**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: <sup>8</sup> ▲		
– 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: <sup>9</sup>		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	1%	1%

**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): <sup>10</sup>		
– 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

## 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):<sup>11</sup>
  - 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):<sup>12</sup>
  - 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)<sup>13</sup> — —

#### 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)<sup>14</sup> — —

### 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):<sup>15</sup>

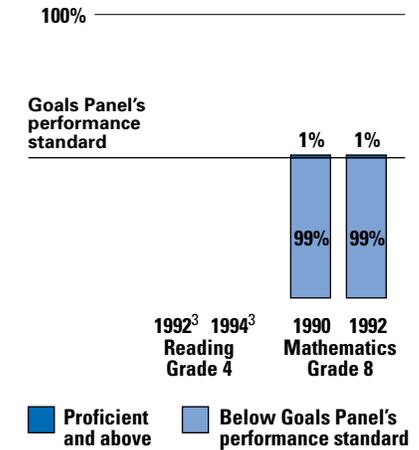
Taiwan=41%	Korea=37%	Switzerland=33%	1%	—
------------	-----------	-----------------	----	---

#### Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):<sup>16</sup>
  - a) whose teachers reported that they do these activities in mathematics class:
    - 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% —

#### Student Achievement

Percentage of public school students who met the Goals Panel's performance standard<sup>1</sup> in reading<sup>2</sup> and mathematics (1990, 1992, 1994)



<sup>1</sup> A complete description of the performance standard can be found in Appendix A.  
<sup>2</sup> Interpret with caution. Data are undergoing revision. See Appendix A.  
<sup>3</sup> Data not available.  
<sup>ns</sup> Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

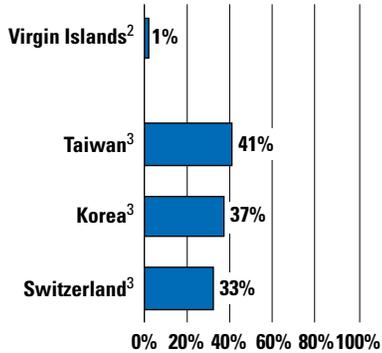
— Data not available.  
 ns Interpret with caution. Change was not statistically significant.

\* 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.

### International Comparisons in Mathematics

Percentage of students<sup>1</sup> who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



<sup>1</sup> A complete description of assessment participants can be found in Appendix A.

<sup>2</sup> Plus or minus 1 percentage points.

<sup>3</sup> Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Baseline	Most Recent Update
----------	--------------------

### 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):<sup>17</sup>

– 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)<sup>18</sup>

—	—
---	---

#### Direct Measure of the Goal: Citizenship

• Percentage of all U.S. citizens (1988, 1992):<sup>19</sup>

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)<sup>20</sup>

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):<sup>21</sup>

– 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)<sup>22</sup>

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

## VIRGIN ISLANDS

Baseline

Most Recent Update

### Overall

- Percentage of public high school students who reported (1993):<sup>23</sup>
  - 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 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):<sup>24</sup>
  - 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):<sup>25</sup> 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):<sup>26</sup> 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):<sup>27</sup> — —

### 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):<sup>28</sup> — —

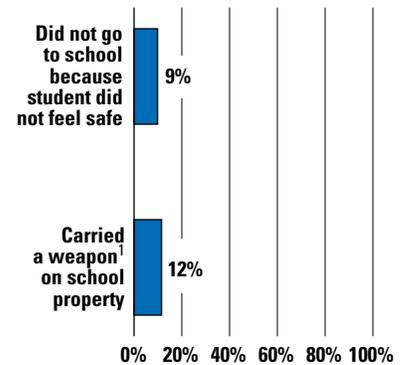
## GOAL 8: Parental Participation

### 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):<sup>29</sup>
  - 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):<sup>30</sup>
  - 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)



<sup>1</sup> 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.



# Appendices

2000



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 Winqvist 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

#### <sup>8</sup> 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.

<sup>9</sup> 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.

<sup>10</sup> 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**

<sup>11</sup> 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.

<sup>12</sup> **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.

<sup>13</sup> **Source:** *Ibid.*

<sup>14</sup> **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

<sup>15</sup> 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 countries (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.

<sup>16</sup> **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.

<sup>17</sup> 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

<sup>18</sup> 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.

<sup>19</sup> **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.

<sup>20</sup> 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

<sup>21</sup> 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).

<sup>22</sup> See technical note under footnote 21.

**Source:** *Ibid.*

<sup>23</sup> 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).

<sup>24</sup> 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).

<sup>25</sup> See technical note under footnote 21.

**Source:** *Ibid.*

<sup>26</sup> See technical note under footnote 21.

**Source:** *Ibid.*

<sup>27</sup> **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.

<sup>28</sup> 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

<sup>29</sup> **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.

<sup>30</sup> **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:

<b>Data Source</b>	<b>Sponsoring Agency</b>	<b>Contact</b>
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:

Carl Schmitt  
 Elementary and Secondary Education Statistics Division  
 National Center for Education Statistics  
 555 New Jersey Ave, NW  
 Washington, DC 20208-5651  
 (202) 219-1642

# 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.

## REPORT PRODUCTION

Justin Boesel, Westat, Inc.  
Beth Glaspie, Editorial Experts, Inc.  
Babette Gutmann, Westat, Inc.  
Allison Henderson, Westat, Inc.  
Kelli Hill, ImpactDesign, Inc.  
Scott Miller, Editorial Experts, Inc.  
Jim Page, ImpactDesign, Inc.  
Ann Webber, Westat, Inc.

## REPORTING COMMITTEE

Patricia Brown, National Governors' Association  
Kim Burdick, Delaware State Legislature,  
Office of State Senator Connor  
William Christopher, Office of the Governor of Indiana  
Lori Gremel, Office of the Governor of Michigan  
Mary Rollefson, U.S. Department of Education,  
National Center for Education Statistics  
Emily Wurtz, U.S. Senate, Office of Senator Bingaman

## WORKING GROUP

### Governors' Representatives

Debra Bryant, Office of the Governor of  
North Carolina  
James Carper, Office of the Governor of South Carolina  
William Christopher, Office of the Governor of Indiana  
Julie Davis, Office of the Governor of Mississippi  
Jeanne Forrester, Office of the Governor of Mississippi  
Lori Gremel, Office of the Governor of Michigan  
Thomas Houlihan, Office of the Governor of  
North Carolina  
Leo Klagholz, New Jersey State Department of  
Education  
Kelly Lineweaver, Office of the Governor of  
South Carolina  
Thomas Phillips, Office of the Governor of Mississippi  
William Porter, Office of the Governor of Colorado  
Ruth Ravitz, Office of the Governor of Connecticut  
Linda Wilson, Office of the Governor of New Jersey

### Administration Representatives

Mary Cassell, Office of Management and Budget  
John Christensen, U.S. Department of Education,  
Office of Educational Research and Improvement  
Jennifer Davis, U.S. Department of Education,  
Office of the Secretary  
Catherine Jovicich, U.S. Department of Education,  
Office of the Secretary  
Gaynor McCown, The White House, Office of  
Domestic Policy  
Maggie McNeely, U.S. Department of Education,  
Office of Educational Research and Improvement  
Mary Rollefson, U.S. Department of Education,  
National Center for Education Statistics  
Kimberly Ross, The White House, Office of  
Domestic Policy

## **Congressional Representatives**

Sara Davis, U.S. House of Representatives,  
Office of Representative Kildee  
Alyssa Hamilton, U.S. Senate, Office of Senator Gregg  
Vic Klatt, U.S. House of Representatives,  
Office of Representative Goodling  
Hans Meeder, U.S. House of Representatives,  
Office of Representative Goodling  
Marjorie Steinberg, U.S. Senate,  
Office of Senator Bingaman  
Emily Wurtz, U.S. Senate, Office of Senator Bingaman

## **State Legislators' Representatives**

Kim Burdick, Delaware State Legislature,  
Office of State Senator Connor  
Lorissa Jackson, Wisconsin State Legislature,  
Office of State Representative Coggs  
Jana Jones, Idaho State Legislature,  
Office of State Representative Jones  
James Watts, North Carolina State Legislature,  
Office of State Representative Barnes

## **Other Working Group Contributors**

Aaron Bell, National Conference of State Legislatures  
Patricia Brown, National Governors' Association  
Paul Goren, National Governors' Association  
Elizabeth McLaughlin-Krile, National Conference of  
State Legislatures  
Patty Sullivan, National Governors' Association

## **DATA ACQUISITION**

Susan Ahmed, U.S. Department of Education  
Nabeel Alsalam, U.S. Department of Education  
Samuel Barbett, U.S. Department of Education  
Stephen Berglie, Westat, Inc.  
Sharon Bobbitt, U.S. Department of Education  
Justin Boesel, Westat, Inc.  
Michael Brick, Westat, Inc.  
Susan Broyles, U.S. Department of Education  
Joyce Buchanon, University of Michigan  
Peggy Carr, U.S. Department of Education  
Dennis Carroll, U.S. Department of Education  
Kathryn Chandler, U.S. Department of Education  
Jen-Chin Chen, Abt Associates, Inc.  
Sally Clarke, U.S. Department of Health and  
Human Services  
Mary Collins, Westat, Inc.  
Wade Curry, The College Board

Margaret Daly, Westat, Inc.  
Aurora D'Amico, U.S. Department of Education  
Adriana de Kanter, U.S. Department of Education  
Emerson Elliott, U.S. Department of Education  
David Freund, Education Testing Service  
Arnold Goldstein, U.S. Department of Education  
Steven Gorman, U.S. Department of Education  
Jeanne Griffith, U.S. Department of Education  
Babette Gutmann, Westat, Inc.  
Daphne Hardcastle, U.S. Department of Education  
Camilla Heid, Westat, Inc.  
Allison Henderson, Westat, Inc.  
Mary Hess, Abt Associates, Inc.  
Lee Hoffman, U.S. Department of Education  
Lloyd Johnston, University of Michigan  
Nancy Karweit, Abt Associates, Inc.  
Phillip Kaufman, Management Planning  
Research Associates, Inc.  
Kwang Kim, Westat, Inc.  
Roslyn Korb, U.S. Department of Education  
John Loft, Abt Associates, Inc.  
Laura Loomis, Westat, Inc.  
Ginger Maggio, University of Michigan  
Suellen Mauchamer, U.S. Department of Education  
Marilyn McMillen, U.S. Department of Education  
Alan Moorhead, U.S. Department of Education  
Frank Morgan, U.S. Department of Education  
Mary Naiefteh, U.S. Department of Education  
Christine Winqvist Nord, Westat, Inc.  
Laurence Ogle, U.S. Department of Education  
Patrick O'Malley, University of Michigan  
Gary Phillips, U.S. Department of Education  
Douglas Rhodes, Educational Testing Service  
Paul Planchon, U.S. Department of Education  
Anne Ricciuti, Abt Associates, Inc.  
Mary Rollefson, U.S. Department of Education  
Elois Scott, U.S. Department of Education  
Thomas M. Smith, U.S. Department of Education  
Peter Stowe, U.S. Department of Education  
William Thompson, Abt Associates, Inc.  
Maureen Treacy, U.S. Department of Education  
Stephanie Ventura, U.S. Department of Health  
and Human Services  
Ann Webber, Westat, Inc.  
Walter G. West, U.S. Department of Education  
Sheida White, U.S. Department of Education  
Sharon Xu, Pinkerton Computer Consultants, Inc.  
Jeffrey Yeamans, Westat, Inc.  
Elizabeth Zell, Centers for Disease Control and  
Prevention  
Feng Zhou, Westat, Inc.  
Nicholas Zill, Westat, Inc.

The Goals Panel also wishes to thank the following individuals who continue to serve as advisors to the Panel on a wide variety of educational policy, practice, and research issues, including data collection and analysis, measurement and assessment, standards-setting, basic and applied research, and promising and effective practices. Two new Resource Groups were convened this year to recommend indicators for Goal 4: Teacher Education and Professional Development, and Goal 8: Parental Participation, so that national and state progress toward these new Goals could be measured in this year's Report.

## RESOURCE AND TECHNICAL PLANNING GROUPS

### GOAL 1: READY TO LEARN

#### Goal 1 Ready School Resource Group

**Leaders:** Asa Hilliard, Georgia State University  
Sharon Lynn Kagan, Yale University

**Members:**

Barbara Bowman, Erikson Institute  
Cynthia Brown, Council of Chief State School Officers  
Fred Brown, Boyertown Elementary School  
Linda Espinosa, University of Missouri  
Donna Foglia, Norwood Creek School  
Peter Gerber, MacArthur Foundation  
Sarah Greene, National Head Start Association  
Judith Heumann, U.S. Department of Education  
Mogens Jensen, National Center for Mediated Learning  
Lilian Katz, ERIC Clearinghouse for Elementary and Early Childhood Education  
Michael Levine, Carnegie Corporation of New York  
Evelyn Moore, National Black Child Development Institute  
Tom Schultz, National Association of State Boards of Education  
Barbara Sizemore, DePaul University  
Robert Slavin, Johns Hopkins University

#### Goal 1 Assessments Resource Group

**Leaders:** Sharon Lynn Kagan, Yale University  
Lorrie Shepard, University of Colorado

**Members:**

Edward Chittenden, Educational Testing Service  
M. Elizabeth Graue, University of Wisconsin  
Kenji Hakuta, Stanford University  
Luis Laosa, Educational Testing Service

Anne Marie Palincsar, University of Michigan  
Valora Washington, The Kellogg Foundation  
Nicholas Zill, Westat, Inc.

#### Technical Planning Group on Readiness for School

**Leader:** Sharon Lynn Kagan, Yale University

**Members:**

Sue Bredekamp, National Association for the Education of Young Children  
M. Elizabeth Graue, University of Wisconsin  
Luis Laosa, Educational Testing Service  
Samuel Meisels, University of Michigan  
Evelyn Moore, National Black Child Development Institute  
Lucile Newman, Brown University  
Lorrie Shepard, University of Colorado  
Valora Washington, The Kellogg Foundation  
Nicholas Zill, Westat, Inc.

### GOAL 2: SCHOOL COMPLETION

**Resource Group Convener:** Rafael Valdivieso, Academy for Educational Development, Inc.

**Members:**

Janet Baldwin, General Education Development Testing Service  
Jose Cardenas, The Intercultural Development Research Association  
Barbara Clements, Council of Chief State School Officers  
Edmond Gordon, City College of New York  
Noreen Lopez, Illinois State Board of Education  
Pamela Keating, University of Washington  
Steven Neilson, Milliman and Robertson, Inc.  
Bill Padia, California Department of Education  
Aaron Pallas, Michigan State University  
Richard Wallace, University of Pittsburgh

#### Technical Planning Subgroup on Core Data Elements

**Leader:** Barbara Clements, Council of Chief State School Officers

**Members:**

Linda Baker, Maryland State Department of Education  
Paul Barton, Educational Testing Service  
Matthew Cohen, Ohio Department of Education  
Dennis Jones, National Center for Higher Education Management Systems  
Glynn Ligon, Evaluation Software Publication

John Porter, Urban Education Alliance, Inc.  
Ramsay Selden, Council of Chief State School Officers  
Nicholas Zill, Westat, Inc.

### **GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP**

**Resource Group Convener:** Lauren Resnick,  
University of Pittsburgh

**Members:**

Gordon Ambach, Council of Chief State School Officers  
Chester Finn, Jr., Hudson Institute  
Asa Hilliard, Georgia State University  
David Hornbeck, Philadelphia Public Schools  
Richard Mills, Vermont Department of Education  
Claire Pelton, San Jose Unified School District

#### **Goals 3/5 NAEP Technical Advisory Subgroup**

**Leader:** Ramsay Selden, Council of Chief State School Officers

**Members:**

Eva Baker, University of California, Los Angeles  
Dorothy Gilford, National Academy of Sciences  
Robert Glaser, University of Pittsburgh  
Steven Leinwand, Connecticut State Department of Education  
Robert Linn, University of Colorado  
Michael Nettles, University of Michigan  
Senta Raizen, National Center for Improving Science Education  
William Schmidt, Michigan State University  
Elizabeth Stage, National Research Council  
Uri Treisman, University of Texas, Austin  
James Wilsford, Jim Wilsford Associates, Inc.

### **GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

**Resource Group Convener:** David Imig, American Association of Colleges for Teacher Education

**Members:**

Marsha Berger, American Federation of Teachers  
Gene Carter, Association for Supervision and Curriculum Development  
Linda Darling-Hammond, Teachers College, Columbia University  
Launa Ellison, Clara Barton School, Minneapolis, Minnesota

Earlene Gillan-Smith, Delaware State Education Association  
Howard Jensen, Pioneer High School, Cupertino, California  
James Kelly, National Board for Professional Teaching Standards  
Judith Lanier, Michigan State University  
Marion Payne, Mount View Middle School, Marriottsville, Maryland  
Stan Paz, El Paso School District, Texas  
Judith Renyi, National Foundation for the Improvement of Education  
Ted Sanders, Ohio Department of Education  
Claudette Scott, Hickman Mills Consolidated School District #1, Kansas City, Missouri  
Marilyn Scannel, Indiana Professional Standards Board  
Mary Strandburg, Eagleton School, Denver, Colorado  
Arthur Wise, National Council for the Accreditation of Teacher Education  
Wayne Worner, Virginia Tech

#### **Advisors for Resource Group on Teacher Education and Professional Development:**

Sharon Bobbitt, U.S. Department of Education  
Patricia Brown, National Governors' Association  
Terry Dozier, U.S. Department of Education  
Jean Miller, Council of Chief State School Officers  
Mary Rollefson, U.S. Department of Education  
Joe Vaughan, U.S. Department of Education

### **GOAL 5: MATHEMATICS AND SCIENCE**

**Resource Group Convener:** Alvin Trivelpiece,  
Oak Ridge National Laboratory

**Members:**

Iris Carl, National Council of Teachers of Mathematics  
Steven Leinwand, Connecticut State Department of Education  
Michael Nettles, University of Michigan  
Alba Ortiz, University of Texas, Austin  
Senta Raizen, National Center for Improving Science Education  
Ramsay Selden, Council of Chief State School Officers

#### **Goals 3/5 Standards Review Technical Planning Subgroup**

**Leader:** Shirley Malcom, American Association for the Advancement of Science

**Members:**

Iris Carl, National Council of Teachers of Mathematics  
Thomas Crawford, U.S. Olympic Committee

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

# National Education Goals Panel Staff

**Ken Nelson**  
Executive Director

## **PROGRAM STAFF**

**Jennifer L. Ballen**  
Education Associate

**John W. Barth**  
Senior Education Associate

**Amy Friedlander**  
Deputy Director

**Leslie A. Lawrence**  
Education Associate

**William C. Noxon**  
Public Information Officer

**Cynthia D. Prince**  
Associate Director for Analysis and Reporting

**Santee C. Ruffin, Jr.**  
Senior Education Associate

## **ADMINISTRATIVE STAFF**

**Tia M. Cosey**  
Receptionist and Office Automation Assistant

**Cynthia M. Dixon**  
Program Assistant

**Susan M. Steeger**  
Management Analyst

**Charles J. Walter**  
Executive Officer

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?

2. How well has the report served that purpose?

\_\_\_ Very Well    \_\_\_ Well    \_\_\_ Poorly    \_\_\_ Very Poorly

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.**

Place  
First Class  
Postage Here  
or Fax to:  
(202) 632-0957

**National Education Goals Panel**  
1255 22nd Street, NW, Suite 502  
Washington, DC 20037



Tape here