

GOAL 5: Mathematics and Science

State Indicator 18b. Mathematics Instructional Practices — Algebra and Functions

Have states¹ increased the percentages of public school 8th graders whose mathematics teachers report that they address algebra and functions “a lot”?

Improvement over time

Improvement over time cannot be determined yet because this information has been collected only once at the state level since 1990. The Goals Panel will report state improvements when this information is collected again in 2000.

Highest-performing states*

States with the highest percentages of public school 8th graders whose mathematics teachers reported that they addressed algebra and functions “a lot”:

| | |
|-------------|--------------|
| | (1996) |
| Guam | 82% |
| Virginia | 73% |
| Utah | 71% |
| U.S. | 57%** |

* States that had a significantly higher percentage than the U.S. average.

** Percentage shown for the U.S. includes both public and nonpublic school data.

Most-improved states

States that made the greatest gains in the percentages of public school 8th graders whose mathematics teachers reported that they addressed algebra and functions “a lot”:

The states that made the greatest improvements over time cannot be identified yet because this information has been collected only once at the state level since 1990. The Goals Panel will recognize the most-improved states when this information is collected again in 2000.

¹ The term “state” is used to refer to the 50 states, the District of Columbia, and the outlying areas.