THE NATIONAL EDUCATION GOALS REPORT

Volume Two: State Reports

1993

BUILDING A NATION OF LEARNERS

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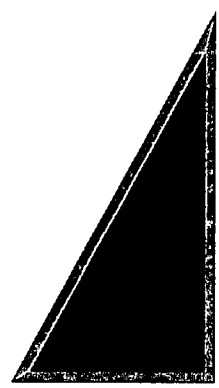
Volume Two:
State Reports

2000



1993

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Foreword

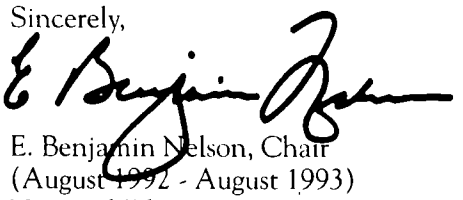
The National Education Goals remain at the forefront of the movement to *build a nation of learners*. In the past year, the Presidency changed hands, as have over half the Governorships in the four years since the Education Summit in Charlottesville, Virginia. These changes serve to underscore the continuity, bipartisanship, and long-term nature of the National Goals process.

Where vision and commitment count the most, however, is at the community and neighborhood levels. Only through an enduring partnership of families, educators, employers, and other dedicated citizens can America's learning enterprise — our local schools — be transformed to help *all* our children reach their full potential. Only then will we become a nation of lifelong learners. And only then can we be confident of meeting the competition in this global economy, assuring a high quality of life, and preserving our democratic system and ideals.

This Report continues our commitment to let the American people know the results we are getting in education. We strive to present the facts plainly, this year in two volumes: Volume 1 describes our educational standing as a nation, while Volume 2 profiles performance in the individual states. We also offer a vision of how high standards can help mobilize grass-roots partnerships and move the United States toward quality education. And continue to move forward we must — at an accelerated pace — in order to attain the Goals by the year 2000.

Over the past year, the National Education Goals Panel has worked hard to bring the Goals and the vision of high-performance learning for *all* to this nation's communities. The theme for this third annual Report, "Setting Standards, Becoming the Best," highlights that outreach and partnership effort. Along with state and local goals, vision documents, and progress reports, we hope this Report will become a tool for continuous improvement.

Sincerely,



E. Benjamin Nelson, Chair
(August 1992 - August 1993)
National Education Goals Panel, and
Governor of Nebraska

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The National Education Goals

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate, and 75 percent of those 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: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, 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 modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of 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, community service, and personal responsibility.
- The percentage of 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: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

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

Goal 5: 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 mid-career students will increase substantially.
- The proportion of those 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.

Goal 6: By the year 2000, every school in America will be free of drugs and violence 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, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Introduction

This third annual National Education Goals Report continues an unprecedented process of national education renewal begun at the Charlottesville Education Summit in 1989. Four years ago the nation's Governors and the President agreed on six national Goals for education to be achieved by the year 2000. The Goals were intended to energize public opinion and ongoing education reform efforts by holding us to much higher expectations for all students and for the schools and learning systems that serve them. The Governors and the President envisioned a system that would be "world-class" from early childhood through adulthood. Specifically, they challenged all of us to expect that by the beginning of the next century:

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. **American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, 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 modern economy.**

4. **U.S. students will be first in the world in science and mathematics achievement.**

5. **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.**

6. **Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

The Initial Challenge: Creating a National Goals Accountability Process

The President and the nation's Governors understood that creating national education goals would prove a hollow gesture without also establishing a process for holding the nation and the states accountable for their attainment. They established the National Education Goals Panel to be at the center of that process. The Panel is comprised of eight Governors, two senior national Administration officials, and four members of Congress. Representation is balanced equally among Democrats and Republicans. This unique intergovernmental and bipartisan partnership is indicative of a commitment to a results-based national goals accountability system that transcends levels of governance and political affiliation. Significantly, the Goals Panel has continued through two national Administrations of opposite political parties.

Since its creation in July of 1990, the Panel has worked hard to lay a foundation upon which to build a cumulative record of progress. Each year at the anniversary of the Charlottesville Summit, the Panel issues a comprehensive report to the nation on the progress being made in achieving each of the six National Education Goals. The purpose of these reports is not measurement for measurement's sake, but rather to reinforce our common commitment to the National Goals process by clearly revealing where we have made progress and where we need to work harder.

With the encouragement and support of the Goals Panel, states and local communities throughout the nation have begun to create their own new education reporting mechanisms for charting their progress in achieving the National Education Goals. They also continue to organize their education reform strategies around the Goals framework.

The Challenges Ahead: Developing Voluntary Nationwide Standards and Communicating with the American People

This third annual National Goals Report focuses on the rationale for and potential implications of the movement it has come to be most closely associated with: establishing voluntary nationwide education standards. The creation of a central framework and structure for reporting progress on the National Education Goals was a major initial accomplishment of the Panel. Early on, however, the Panel recognized that for the Goals to be achieved, clear nationwide standards, reflecting what it is we want *all* students to know and be able to do, needed to be developed. In 1991, the Panel helped to create the National Council on Education Standards and Testing (NCEST) and later endorsed the Council's recommendations for

nationwide standards-setting and related new systems of student assessment.

The publication of the NCEST Report in January 1992 led to an explosion of new efforts to define education standards at the national, state, and local levels. Because of these efforts, there will soon be a common understanding of the content knowledge we want all children and young people to master. Associations, researchers, educators, and policymakers are working together to establish *content* standards in major subject areas—mathematics, science, history, geography, language arts, foreign languages, and the arts. In addition, the best professional knowledge is being applied to another important task—to create *performance* standards, or determining how good is good enough in learning content in the different subjects.

The Goals Panel will continue to be integral to these efforts and is confident that they place us on a trajectory for achieving the National Education Goals. We also believe, however, that for standards-based reform to actually lead to accomplishing the Goals, we should follow five critical principles:

1. **The development of nationwide standards must be highly inclusive, blending expert classroom knowledge with that of researchers, policymakers, and the general public.** Previous attempts to set education standards have taught us that for this process to succeed, no single individual, group, or constituency can establish them. What is needed is a broad-based national dialogue of what we should expect all our students to know and be able to do, out of which an informed consensus can emerge.

2. **The standards must not be considered a uniform national curriculum.** Rather, they should be viewed as guides and goals, establishing criteria for the development of unique and independent state and local curricula and instructional practices.

3. **The standards must be deliberately set at high levels.** After more than ten years of intensive attempts to reform American public education, two compelling facts are evident — expectations for student achievement have been disastrously low for all students, and these low expectations play a critical role in explaining our poor educational performance. The National Education Goals and the nationwide standards-setting process must commit us to high levels of mastery of knowledge by every child.

4. **The standards must be viewed as dynamic, subject to periodic review and change.** Standards should be reviewed and modified at regular intervals so that American students keep pace with the growth of knowledge.

5. **The importance of nationwide standards must be clearly and effectively communicated to the American people.** We have started a crucial effort that will only be successful if the public is committed to it. The American people must understand that the nationwide standards movement has the potential to give every child an excellent education. They must view the standards as a platform that can raise the level of education for all children, rather than as a gate that allows some in and keeps others out.

The National Education Goals Panel is committed to promoting these principles. It plans to work along with a new National Education Standards and Improvement Council and others to develop criteria and a process for reviewing and approving nationwide standards that are consistent with these criteria, and to educate the public on the subject of nationwide standards.[1] The Panel already has begun initial efforts in this regard by soliciting recommendations for standards review criteria and procedures from one of its commissioned Task Forces and by focusing this third Goals Report on the nature, importance, and future of the nationwide standards-setting movement.

With this third annual Report, the Goals Panel also begins its most concerted effort to date to communicate with the American people about the importance of the National Education Goals, the work of the Panel, and the relevance of these efforts to all Americans. It is clear that our efforts have had a major positive influence on the education reform movement and its emphasis on new systems of accountability and high standards. And key Panel findings, such as those published last year on international comparisons of student achievement and attitudes about educational performance, have served to reinforce among the education policy community the need for fundamental education reform and restructuring.

However, while this is gratifying, knowledge and commitment on the part of our education leaders is not enough. The National Education Goals can only be met with adequate understanding and commitment by the American people. This public commitment does not yet exist. For example, according to recent studies by the Public Agenda Foundation, the general

[1] The specific nature of Panel efforts in this regard will await the disposition of legislation currently before Congress.

public believes that a top education priority is to make sure that all students graduate with at least an eighth-grade education. However, the Goals Panel and other education leaders have consistently emphasized the need for all students to learn at demonstrably higher levels, so that the nation will be strong and prosperous in an increasingly skilled and global economy.

The Goals Panel is working to bridge this perception gap. Evidence of this new thrust is seen in the opening Report chapter, "Setting Standards: Being the Best," which describes for citizens the meaning and importance of "world-class" nationwide education standards. The Executive Summary has a new format this year that focuses on the importance and implications of key Panel findings on our progress in achieving the National Goals for parents and citizens. These changes, as well as other modifications to improve the readability of this Goals Report, should be viewed as precursors to sustained efforts planned for the coming year to increase public understanding of, and support for, the National Education Goals process.

In future months, the Panel will continue to strengthen its activities to underscore for the American people how world-class standards can improve the quality and nature of learning. It also will engage in other efforts designed to stimulate informed bottom-up, community-based reform that addresses local needs within the context of national priorities.

Key 1993 Goals Report Findings

As in the past, this third annual Goals Report contains the most up-to-date information currently available on our current status relative to meeting the six National Goals. It builds upon the information presented in the previous two years, and includes new findings on the status of American education. Overall, the findings continue to reveal how far we are from achieving the Goals. They show modest progress in some areas (mathematics achievement, school safety), but stagnation or movement in the wrong direction in others (high school completion, adult literacy).

Overall, this Report shows that the current rate of progress is wholly inadequate if we are to achieve the National Education Goals by the year 2000:

- New analyses conducted for the Goals Panel show that nearly one-half of all infants born in the United States begin life with one or more factors (such as tobacco or alcohol use by their pregnant mothers) that are considered risky to their long-term educational development.

- While increasing markedly in the early 1980s, the high school completion rate among 19- and 20-year-olds has been relatively stable since then, and remains short of the national Goal of 90 percent.

- Between 1990 and 1992, the percentages of students in Grades 4 and 8 who met the Goals Panel's performance standard in mathematics increased, but the percentages are still low—about one out of every five students in Grade 4 and one out of every four students in Grade 8. Only one in four fourth grade students met the Goals Panel's performance standard in reading.

- The literacy of young adults (aged 21-25) has slipped since the mid-1980s. The average scores of young adults on such tasks as understanding and using information from a newspaper or a pamphlet, locating information in a chart or map, or using mathematics in everyday situations were slightly lower in 1992 than the average scores of young adults seven years earlier.

- While the incidence of students being victimized at school appears to have declined modestly in recent years, the levels are still unacceptably high. About one in five 8th graders reported being threatened with a weapon in 1992, while about one out of ten said that they carried a weapon with them onto the school grounds.

Before the adoption of the National Goals, the information we had on the performance of our educational system was fractured at best, woefully incomplete, and often misleading. Given this condition, it is no wonder that we supported for too long a system that was not living up to its potential nor allowing all our children to fulfill theirs. This third National Goals Report reflects the Panel's continued and sustained commitment to evaluate our performance fully and frankly. By documenting, without equivocation, how much more effort is needed from all Americans to ensure a world-class education for all, we are creating the conditions necessary for a significant renewal of American education.

State Indicators on the Goals and Objectives

2000

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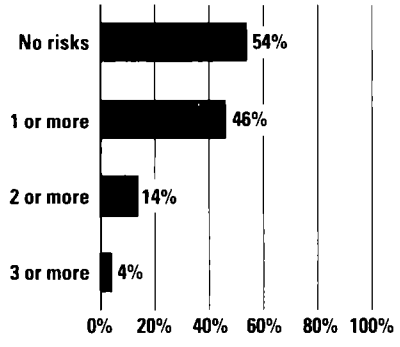
Measuring State Progress Toward the Goals and Objectives

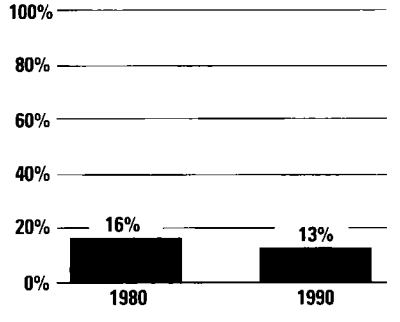
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	920	916
b) between 3.3 and 5.5 pounds	64	68
c) below 3.3 pounds	16	16
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	731	735
b) second trimester of pregnancy	205	204
c) third trimester of pregnancy or never	64	61
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	54%
b) 1 or more risks	—	46%
c) 2 or more risks	—	14%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	41	45
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	82%	—
b) 23- to 24-year-olds	80%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	13%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

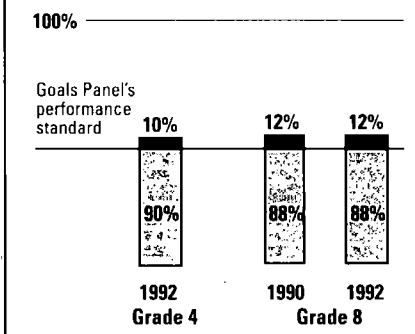
ALABAMA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	10%
– Grade 8	12%	12%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	17%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	53	61
Number receiving grades of 3 or higher	27	31
– Foreign languages	1	1
Number receiving grades of 3 or higher	1	1
– Fine arts	1	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	70%	83%
– Algebra II	46%	50%
– Calculus	6%	7%
– Biology	95+%	95+%
– Chemistry	38%	43%
– Physics	21%	16%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

— Data not available.
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○ Interpret with caution. See technical note on page 237.

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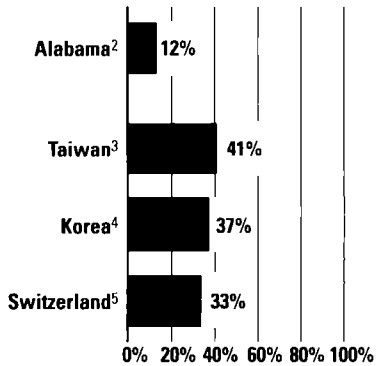
Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	12%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	34%	45% ns
– work with measuring instruments or geometric solids at least once a week	—	5%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	78%
– Grade 8	60%	73% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	98%
– Chemistry	—	94%
– Physics	—	81%
– Earth Science	—	90%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	96%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	72%
– Grade 8	62%	62%

— Data not available.
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Measuring State Progress Toward the Goals and Objectives

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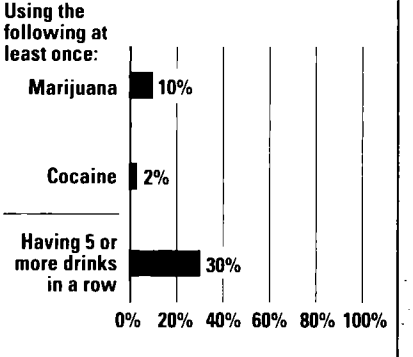
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		74%	78% ns
b) voting		57%	64%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1991):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		10%	—
– cocaine		2%	—
b) Having five or more drinks in a row during the past 30 days		30%	—

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1991)



Source: Centers for Disease Control, 1992

— Data not available.
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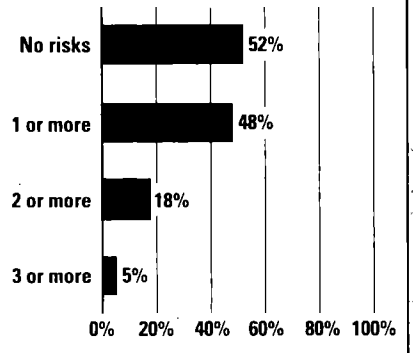
Measuring State Progress Toward the Goals and Objectives

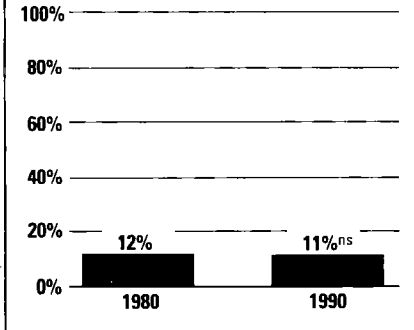
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	950	952
b) between 3.3 and 5.5 pounds	39	39
c) below 3.3 pounds	11	9
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	793	800
b) second trimester of pregnancy	167	162
c) third trimester of pregnancy or never	40	38
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	52%
b) 1 or more risks	—	48%
c) 2 or more risks	—	18%
d) 3 or more risks	—	5%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	44	50
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	90%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◘ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

ALASKA

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	75	86
Number receiving grades of 3 or higher	45	53
– Foreign languages	1	3
Number receiving grades of 3 or higher	1	1
– Fine arts	2	1
Number receiving grades of 3 or higher	2	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

ALASKA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

  a) whose teachers report 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 — —

  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 — —

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]
  - Grade 4 — —
  - Grade 8 — —

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●
  - Biology — —
  - Chemistry — —
  - Physics — —
  - Earth Science — —

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — —

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]
  - Grade 4 — —
  - Grade 8 — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

ALASKA

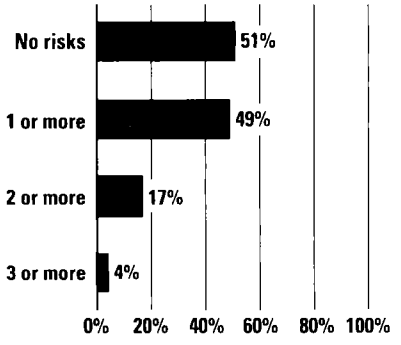
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		73%	77% ns
b) voting		62%	70%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

ARIZONA

Measuring State Progress Toward the Goals and Objectives

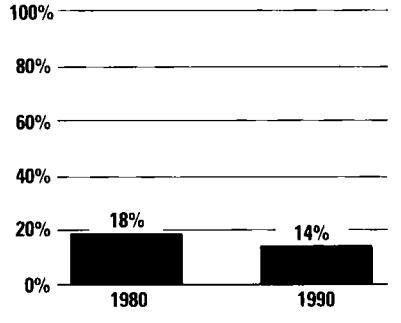
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	938	936
b) between 3.3 and 5.5 pounds	53	52
c) below 3.3 pounds	10	11
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	679	675
b) second trimester of pregnancy	219	224
c) third trimester of pregnancy or never	102	101
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	51%
b) 1 or more risks	—	49%
c) 2 or more risks	—	17%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	25	29
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	80%	—
b) 23- to 24-year-olds	81%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	14%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

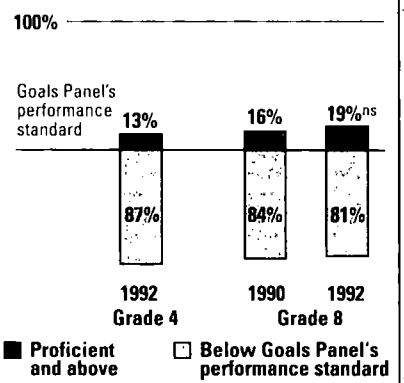
Measuring State Progress Toward the Goals and Objectives

ARIZONA

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	13%
– Grade 8	16%	19% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	18%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	50	68
Number receiving grades of 3 or higher	32	40
– Foreign languages	6	9
Number receiving grades of 3 or higher	4	5
– Fine arts	1	2
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

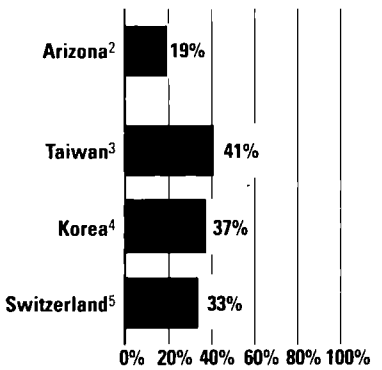
Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

ARIZONA

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	19%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	61%	56% ns
– work with measuring instruments or geometric solids at least once a week	—	8%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	80%
– Grade 8	64%	69% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	73%
– Grade 8	55%	54% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

ARIZONA

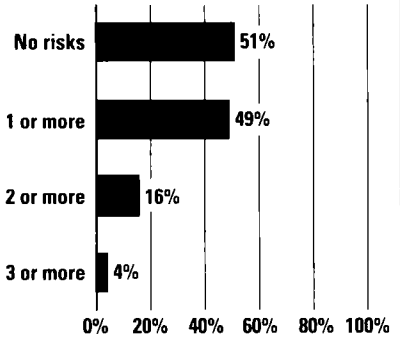
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		66%	75%
b) voting		57%	69%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◻ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

ARKANSAS

Measuring State Progress Toward the Goals and Objectives

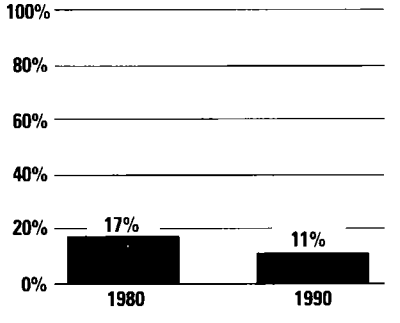
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	918	918
b) between 3.3 and 5.5 pounds	69	70
c) below 3.3 pounds	13	12
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	683	708
b) second trimester of pregnancy	244	223
c) third trimester of pregnancy or never	73	70
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	51%
b) 1 or more risks	—	49%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	45	51
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	83%	—
b) 23- to 24-year-olds	82%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

ARKANSAS

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1993 Goals Report
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	10%
– Grade 8	12%	13% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	20%

Direct Measures of the Goal: Advanced Placement Participation and Performance

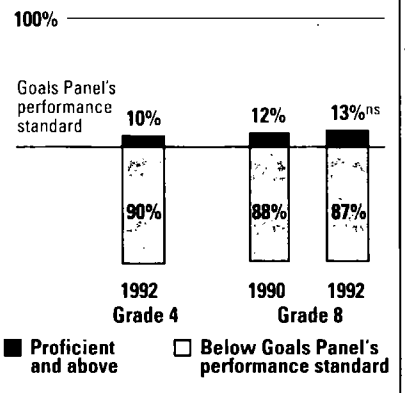
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	27	31
Number receiving grades of 3 or higher	15	17
– Foreign languages	<1	1
Number receiving grades of 3 or higher	<1	<1
– Fine arts	1	<1
Number receiving grades of 3 or higher	<1	<1

Additional Important Information: Participation in Challenging Courses

• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	88%	95+%
– Algebra II	48%	55%
– Calculus	5%	6%
– Biology	95+%	95+%
– Chemistry	33%	43%
– Physics	13%	14%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

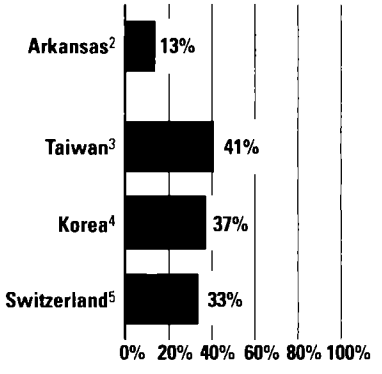
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

ARKANSAS

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	13%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	6%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	66%
– Grade 8	59%	65% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	98%
– Chemistry	—	93%
– Physics	—	89%
– Earth Science	—	91%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	99%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	74%
– Grade 8	59%	59%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

ARKANSAS

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		68%	67% ns
b) voting		56%	58% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

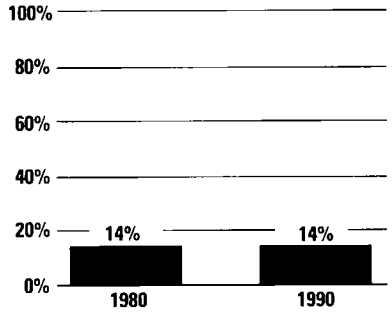
— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

CALIFORNIA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	940	942
b) between 3.3 and 5.5 pounds	50	48
c) below 3.3 pounds	10	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	753	723
b) second trimester of pregnancy	186	206
c) third trimester of pregnancy or never	61	70
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	28	30
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	77%	—
b) 23- to 24-year-olds	77%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	14%	—

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

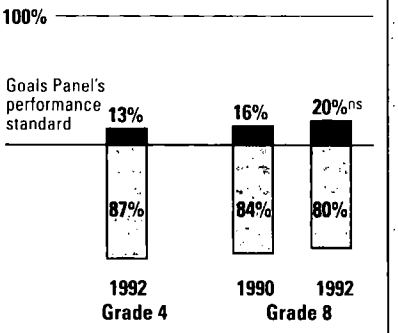
CALIFORNIA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	13%
– Grade 8	16%	20% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	17%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	101	111
Number receiving grades of 3 or higher	65	71
– Foreign languages	19	22
Number receiving grades of 3 or higher	14	17
– Fine arts	3	4
Number receiving grades of 3 or higher	2	3
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1990):[10] ❑		
– Algebra I	92%	89%
– Algebra II	44%	42%
– Calculus	9%	9%
– Biology	91%	89%
– Chemistry	33%	33%
– Physics	16%	15%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

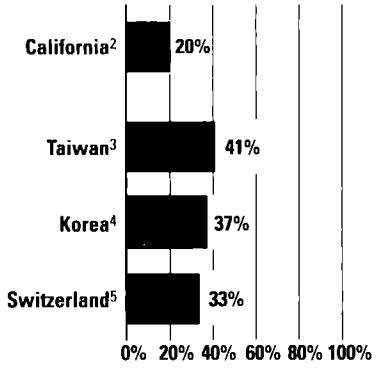
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
❑ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

CALIFORNIA

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	20%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	59%	62% ns
– work with measuring instruments or geometric solids at least once a week	—	13%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	67%
– Grade 8	69%	62% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1990):[14] ●		
– Biology	—	82%
– Chemistry	—	83%
– Physics	—	83%
– Earth Science	—	88%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1990)[15] ●	—	80%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	71%
– Grade 8	56%	57% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

CALIFORNIA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		72%	73% ns
b) voting		63%	67%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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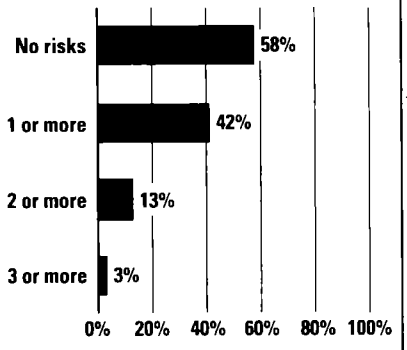
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

COLORADO

Measuring State Progress Toward the Goals and Objectives

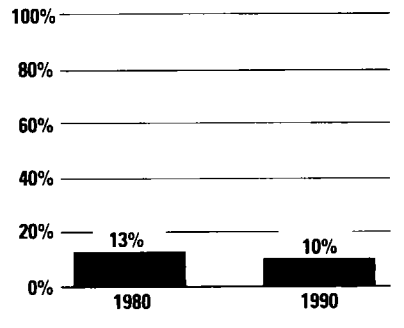
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	922	920
b) between 3.3 and 5.5 pounds	69	70
c) below 3.3 pounds	10	11
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	774	778
b) second trimester of pregnancy	173	172
c) third trimester of pregnancy or never	53	50
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	58%
b) 1 or more risks	—	42%
c) 2 or more risks	—	13%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	27	30
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	88%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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▽ Definition has changed since 1992 Goals Report.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

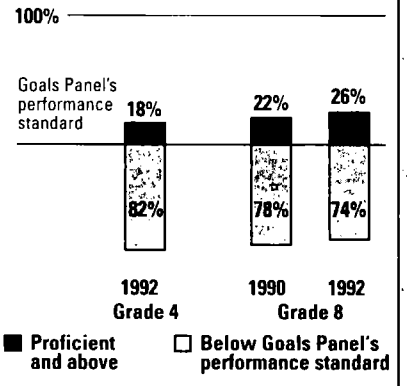
COLORADO

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	18%
– Grade 8	22%	26%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	22%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	99	102
Number receiving grades of 3 or higher	64	68
– Foreign languages	9	10
Number receiving grades of 3 or higher	6	7
– Fine arts	1	2
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1991):[10] □		
– Algebra I	80%	—
– Algebra II	48%	—
– Calculus	9%	—
– Biology	82%	—
– Chemistry	43%	—
– Physics	22%	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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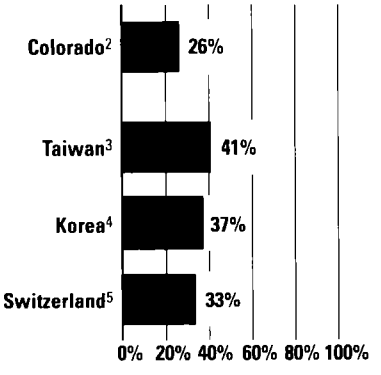
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

COLORADO

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

Taiwan = 41%	Korea = 37%	Switzerland = 33%	—	26%

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

a) whose teachers report 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	—	9%	
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%	

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]

– Grade 4	—	67%	
– Grade 8	45%	47%	ns

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●

– Biology	—	93%	
– Chemistry	—	—	
– Physics	—	—	
– Earth Science	—	—	

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●

	—	75%	

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]

– Grade 4	—	72%	
– Grade 8	56%	60%	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237

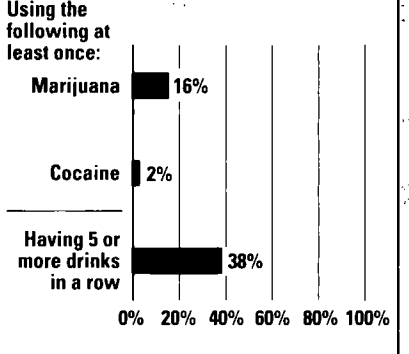
Measuring State Progress Toward the Goals and Objectives

COLORADO

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		76%	77% ns
b) voting		68%	71% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990):[19] ○			
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%	—

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1990)



Source: Centers for Disease Control, 1991

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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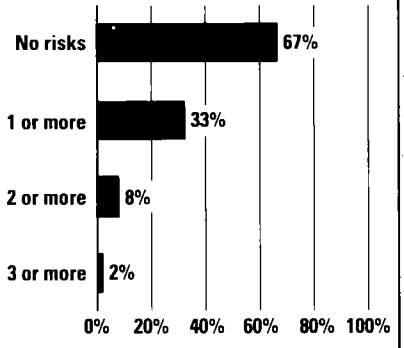
■ Interpret with caution. See technical note on pp. 234-235.
◘ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

CONNECTICUT

Measuring State Progress Toward the Goals and Objectives

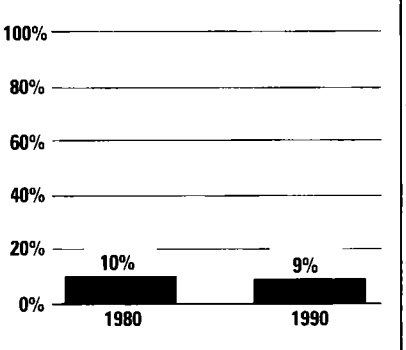
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	933	934
b) between 3.3 and 5.5 pounds	55	53
c) below 3.3 pounds	13	13
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	831	849
b) second trimester of pregnancy	130	118
c) third trimester of pregnancy or never	39	33
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	—	67%
b) 1 or more risks	—	33%
c) 2 or more risks	—	8%
d) 3 or more risks	—	2%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	41	42
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	88%	—
b) 23- to 24-year-olds	89%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	9%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

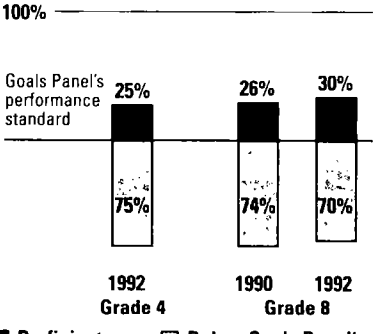
CONNECTICUT

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	25%
– Grade 8	26%	30%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	30%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	98	109
Number receiving grades of 3 or higher	68	80
– Foreign languages	14	15
Number receiving grades of 3 or higher	10	11
– Fine arts	2	3
Number receiving grades of 3 or higher	2	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	74%	81%
– Algebra II	61%	59%
– Calculus	14%	14%
– Biology	95+%	95+%
– Chemistry	62%	63%
– Physics	36%	37%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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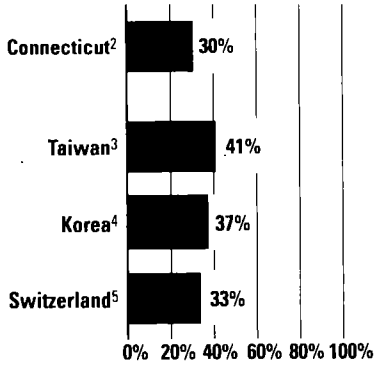
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

CONNECTICUT

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	30%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	51%	47% ns
– work with measuring instruments or geometric solids at least once a week	—	6%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	81%
– Grade 8	74%	77% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	97%
– Chemistry	—	98%
– Physics	—	88%
– Earth Science	—	76%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	98%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	72%
– Grade 8	62%	61% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

CONNECTICUT

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		78%	82% ns
b) voting		68%	77%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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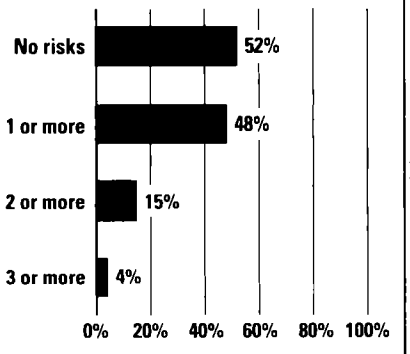
○ Interpret with caution. See technical note on page 237.

DELAWARE

Measuring State Progress Toward the Goals and Objectives

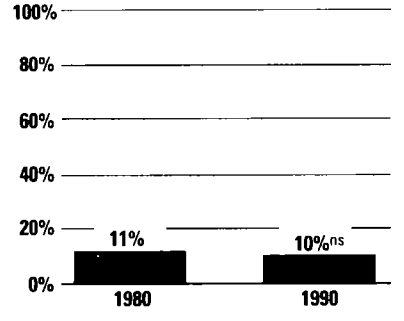
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	926	924
b) between 3.3 and 5.5 pounds	58	61
c) below 3.3 pounds	16	16
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	797	795
b) second trimester of pregnancy	162	160
c) third trimester of pregnancy or never	41	45
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	52%
b) 1 or more risks	—	48%
c) 2 or more risks	—	15%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	51	56
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	88%	—
b) 23- to 24-year-olds	88%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
◔ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

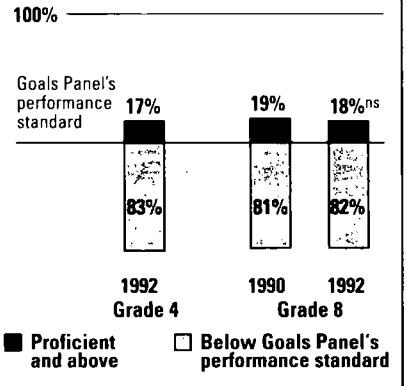
DELAWARE

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	17%
– Grade 8	19%	18% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	21%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	85	113
Number receiving grades of 3 or higher	63	83
– Foreign languages	7	9
Number receiving grades of 3 or higher	5	6
– Fine arts	<1	1
Number receiving grades of 3 or higher	<1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	73%	67%
– Algebra II	43%	42%
– Calculus	17%	11%
– Biology	95+%	92%
– Chemistry	48%	42%
– Physics	19%	19%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
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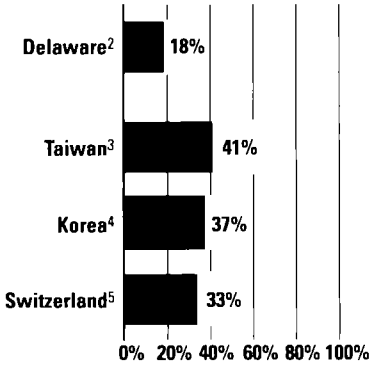
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

DELAWARE

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	18%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	8%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	74%
– Grade 8	55%	68%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	94%
– Chemistry	—	100%
– Physics	—	93%
– Earth Science	—	100%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	94%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	74%
– Grade 8	61%	59% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

DELAWARE

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		65%	73%
b) voting		60%	68%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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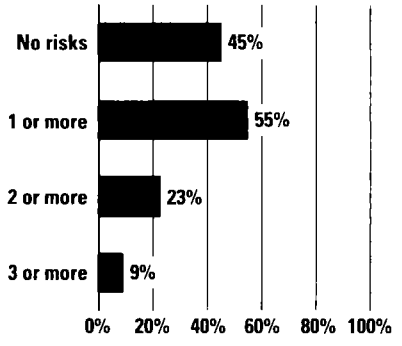
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

DISTRICT OF COLUMBIA

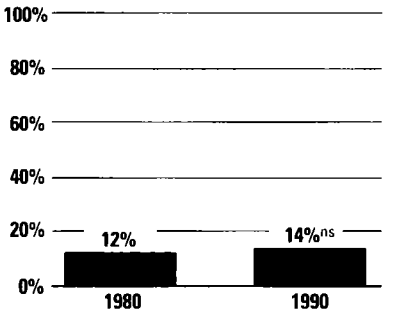
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	857	849
b) between 3.3 and 5.5 pounds	106	114
c) below 3.3 pounds	37	37
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	612	562
b) second trimester of pregnancy	276	280
c) third trimester of pregnancy or never	112	158
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	45%
b) 1 or more risks	—	55%
c) 2 or more risks	—	23%
d) 3 or more risks	—	9%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	19	20
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	83%	—
b) 23- to 24-year-olds	84%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	14%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
◎ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

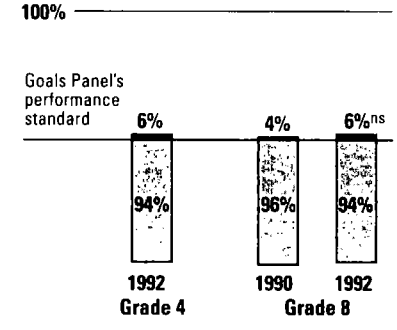
DISTRICT OF COLUMBIA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	6%
– Grade 8	4%	6% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	8%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	206	164
Number receiving grades of 3 or higher	133	111
– Foreign languages	36	28
Number receiving grades of 3 or higher	26	22
– Fine arts	6	3
Number receiving grades of 3 or higher	4	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	65%	95+%
– Algebra II	39%	41%
– Calculus	3%	6%
– Biology	75%	85%
– Chemistry	46%	61%
– Physics	13%	17%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
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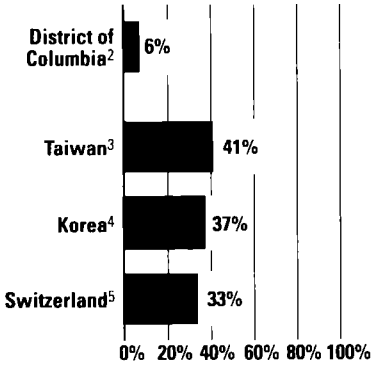
DISTRICT OF COLUMBIA

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	6%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	13%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	95%
– Grade 8	83%	100% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	78%
– Grade 8	75%	75%

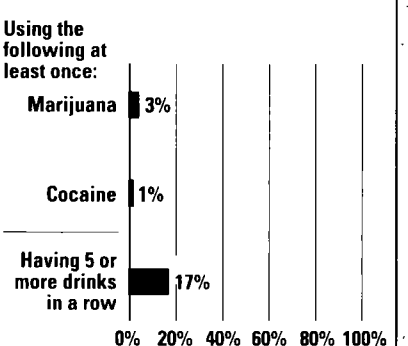
— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
⊘ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

DISTRICT OF COLUMBIA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		69%	81%
b) voting		56%	72%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		3%	—
– cocaine		1%	—
b) Having five or more drinks in a row during the past 30 days		17%	—

Goal 6: Student Drug Use
Percentage of all high school students who reported doing the following during the past 30 days (1990)



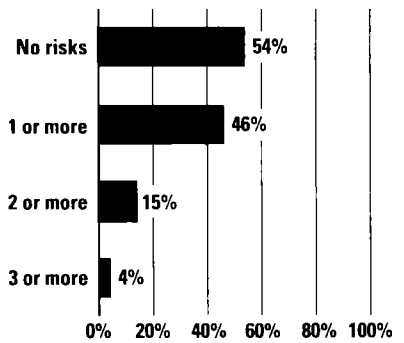
Source: Centers for Disease Control, 1991

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◘ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

FLORIDA

Measuring State Progress Toward the Goals and Objectives

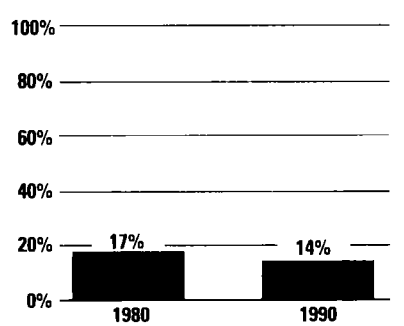
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	923	926
b) between 3.3 and 5.5 pounds	63	60
c) below 3.3 pounds	14	14
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	701	724
b) second trimester of pregnancy	217	205
c) third trimester of pregnancy or never	82	71
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	54%
b) 1 or more risks	—	46%
c) 2 or more risks	—	15%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	30	31
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	79%	—
b) 23- to 24-year-olds	82%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	14%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
❒ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

FLORIDA

Goal 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

	Baseline	1993 Goals Report
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	14%
– Grade 8	15%	18% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	18%

Direct Measures of the Goal: Advanced Placement Participation and Performance

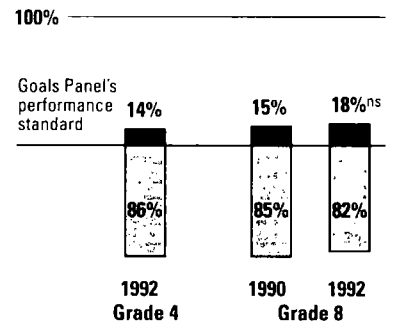
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	118	129
Number receiving grades of 3 or higher	61	66
– Foreign languages	13	14
Number receiving grades of 3 or higher	10	10
– Fine arts	6	6
Number receiving grades of 3 or higher	4	4

Additional Important Information: Participation in Challenging Courses

• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	78%	78%
– Algebra II	42%	46%
– Calculus	9%	7%
– Biology	95+%	95+%
– Chemistry	44%	47%
– Physics	19%	21%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

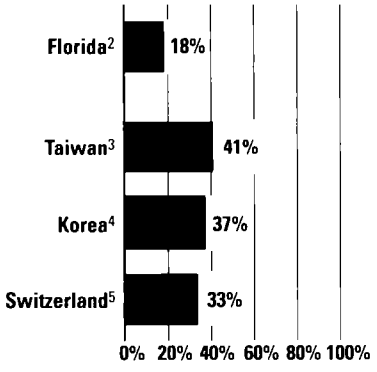
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

FLORIDA

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	18%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	5%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	76%
– Grade 8	74%	66% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	81%
– Chemistry	—	97%
– Physics	—	97%
– Earth Science	—	72%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	71%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	75%
– Grade 8	57%	61% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

FLORIDA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		69%	69%
b) voting		59%	62% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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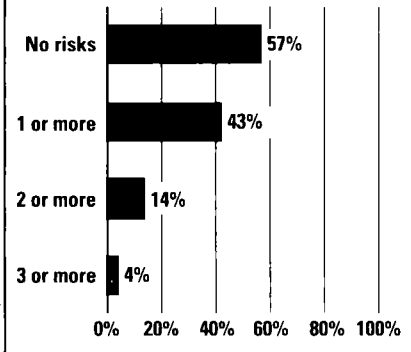
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

GEORGIA

Measuring State Progress Toward the Goals and Objectives

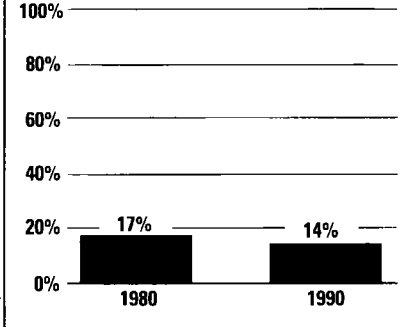
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	916	913
b) between 3.3 and 5.5 pounds	68	70
c) below 3.3 pounds	16	17
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	733	731
b) second trimester of pregnancy	198	203
c) third trimester of pregnancy or never	69	66
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	57%
b) 1 or more risks	—	43%
c) 2 or more risks	—	14%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	24	27
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	80%	—
b) 23- to 24-year-olds	82%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	14%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

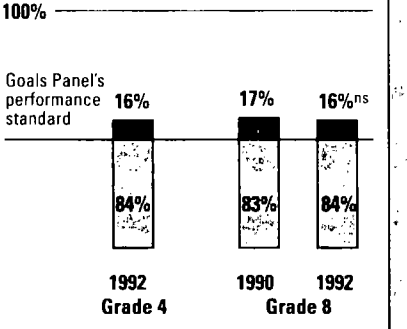
Measuring State Progress Toward the Goals and Objectives

GEORGIA

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	16%
– Grade 8	17%	16% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	22%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	67	106
Number receiving grades of 3 or higher	44	57
– Foreign languages	2	2
Number receiving grades of 3 or higher	1	2
– Fine arts	1	2
Number receiving grades of 3 or higher	1	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] ⊡		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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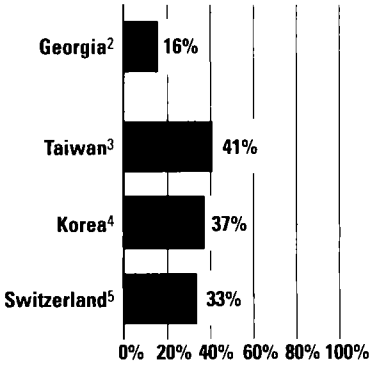
⊔ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

GEORGIA

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	16%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	56%	52% ns
– work with measuring instruments or geometric solids at least once a week	—	8%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	77%
– Grade 8	77%	69% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	76%
– Grade 8	64%	65% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

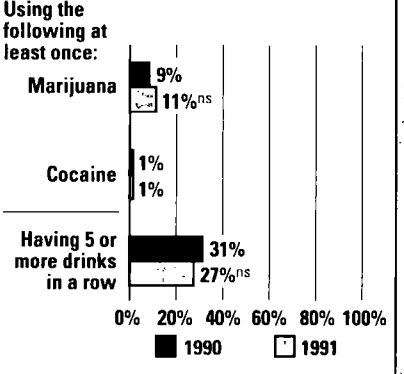
Measuring State Progress Toward the Goals and Objectives

GEORGIA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		62%	63% ns
b) voting		50%	55%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		9%	11% ns
– cocaine		1%	1%
b) Having five or more drinks in a row during the past 30 days		31%	27% ns

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1990, 1991)



ns Interpret with caution. Change was not statistically significant.

Source: Centers for Disease Control, 1991 and 1992

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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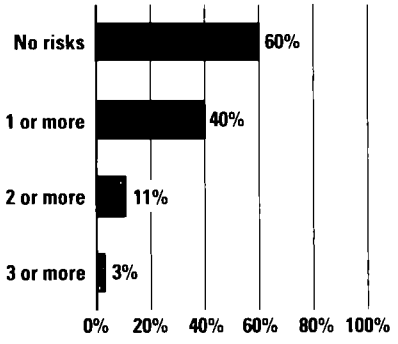
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

HAWAII

Measuring State Progress Toward the Goals and Objectives

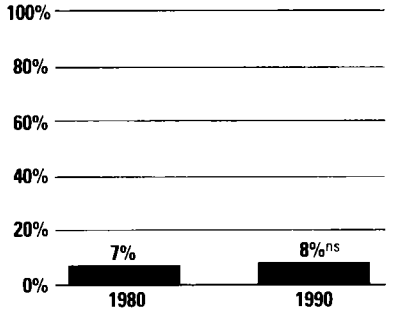
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	931	929
b) between 3.3 and 5.5 pounds	59	61
c) below 3.3 pounds	10	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	766	735
b) second trimester of pregnancy	180	206
c) third trimester of pregnancy or never	54	59
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	60%
b) 1 or more risks	—	40%
c) 2 or more risks	—	11%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	16	19
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	91%	—
b) 23- to 24-year-olds	93%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	8%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

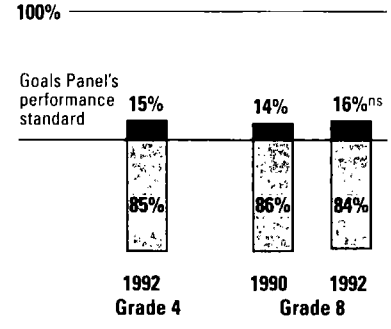
Measuring State Progress Toward the Goals and Objectives

HAWAII

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	15%
– Grade 8	14%	16% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	15%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	99	109
Number receiving grades of 3 or higher	76	80
– Foreign languages	3	2
Number receiving grades of 3 or higher	2	1
– Fine arts	2	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	52%	58%
– Algebra II	33%	31%
– Calculus	4%	4%
– Biology	88%	95+%
– Chemistry	40%	41%
– Physics	21%	24%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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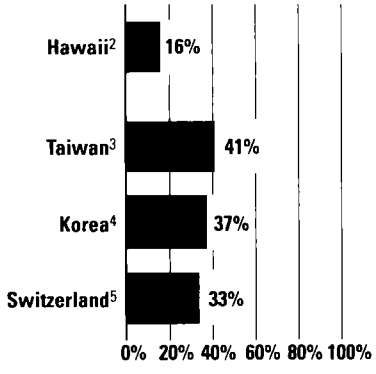
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

HAWAII

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

a) whose teachers report 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	—	11%
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%

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]

– Grade 4	—	82%
– Grade 8	72%	75%

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●

– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●

	—	—

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]

– Grade 4	—	75%
– Grade 8	55%	58%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

HAWAII

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		66%	65% ns
b) voting		59%	59%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ⊙			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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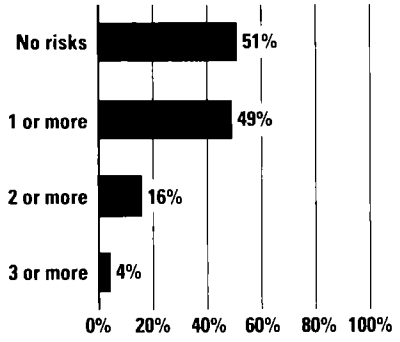
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

IDAHO

Measuring State Progress Toward the Goals and Objectives

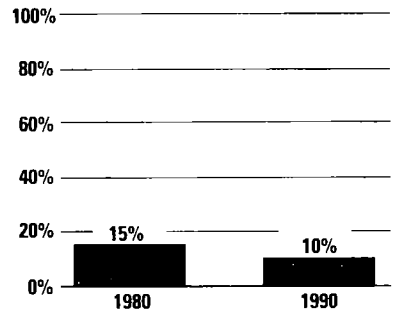
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	949	943
b) between 3.3 and 5.5 pounds	44	48
c) below 3.3 pounds	8	8
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	748	742
b) second trimester of pregnancy	196	199
c) third trimester of pregnancy or never	56	59
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	51%
b) 1 or more risks	—	49%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	56	54
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	86%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

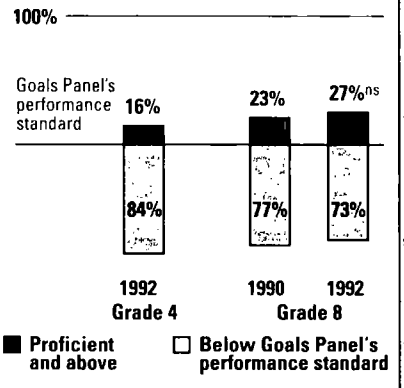
IDAHO

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	16%
– Grade 8	23%	27% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	24%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	39	42
Number receiving grades of 3 or higher	25	29
– Foreign languages	1	1
Number receiving grades of 3 or higher	<1	1
– Fine arts	<1	1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] ◻		
– Algebra I	95+%	74%
– Algebra II	64%	66%
– Calculus	6%	13%
– Biology	80%	87%
– Chemistry	26%	44%
– Physics	15%	14%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

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Source: National Center for Education Statistics, 1993

— Data not available.
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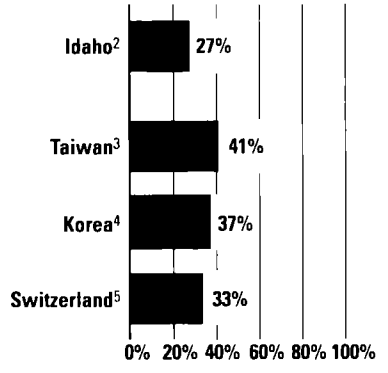
● Interpret with caution. See technical note on page 236.
Ⓘ Interpret with caution. See technical note on page 237.

IDAHO

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	27%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	12%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	72%
– Grade 8	67%	59% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	96%
– Chemistry	—	82%
– Physics	—	60%
– Earth Science	—	89%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	96%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	70%
– Grade 8	57%	55% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

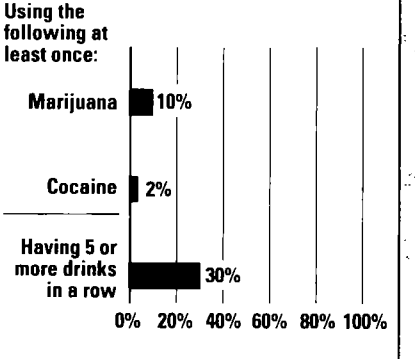
Measuring State Progress Toward the Goals and Objectives

IDAHO

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		72%	74% ns
b) voting		66%	69% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1991):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		10%	—
– cocaine		2%	—
b) Having five or more drinks in a row during the past 30 days		30%	—

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1991)



Source: Centers for Disease Control, 1992

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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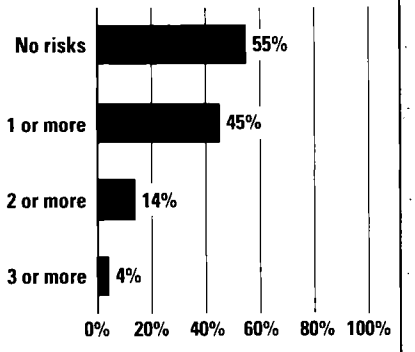
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

ILLINOIS

Goal 1: Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1990)

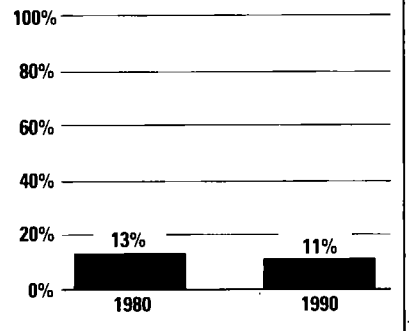


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	925	924
b) between 3.3 and 5.5 pounds	61	61
c) below 3.3 pounds	14	14
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	781	778
b) second trimester of pregnancy	167	169
c) third trimester of pregnancy or never	51	53
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	55%
b) 1 or more risks	—	45%
c) 2 or more risks	—	14%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	53	47
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	86%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

ILLINOIS

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	73	86
Number receiving grades of 3 or higher	51	61
– Foreign languages	6	8
Number receiving grades of 3 or higher	5	5
– Fine arts	1	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989):[10] ▫		
– Algebra I	77%	—
– Algebra II	39%	—
– Calculus	9%	—
– Biology	78%	—
– Chemistry	40%	—
– Physics	20%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
▫ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

ILLINOIS

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

  a) whose teachers report 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 — —

  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 — —

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]
  - Grade 4 — —
  - Grade 8 — —

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●
  - Biology — 78%
  - Chemistry — 83%
  - Physics — 83%
  - Earth Science — 92%

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — 79%

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]
  - Grade 4 — —
  - Grade 8 — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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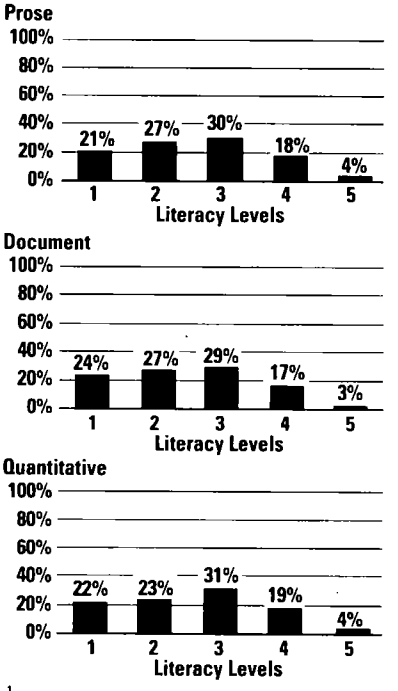
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

ILLINOIS

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	4%
	Level 4	—	18%
	Level 3	—	30%
	Level 2	—	27%
	Level 1 (lowest)	—	21%
Document:	Level 5 (highest)	—	3%
	Level 4	—	17%
	Level 3	—	29%
	Level 2	—	27%
	Level 1 (lowest)	—	24%
Quantitative:	Level 5 (highest)	—	4%
	Level 4	—	19%
	Level 3	—	31%
	Level 2	—	23%
	Level 1 (lowest)	—	22%
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		73%	77%
b) voting		64%	69%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

Goal 5: Adult Literacy
Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



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

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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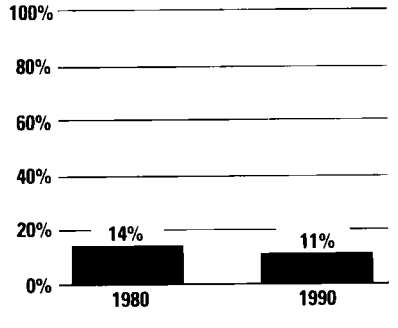
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

INDIANA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	934	934
b) between 3.3 and 5.5 pounds	54	54
c) below 3.3 pounds	12	12
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	782	779
b) second trimester of pregnancy	168	165
c) third trimester of pregnancy or never	49	56
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	30	32
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	86%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
© Interpret with caution. See technical note on page 237.

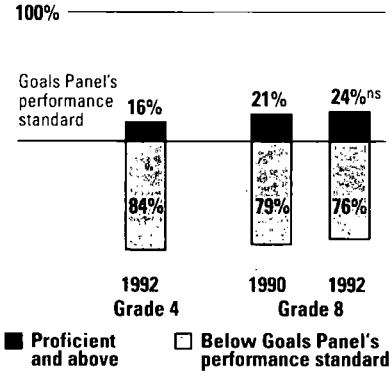
Measuring State Progress Toward the Goals and Objectives

INDIANA

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	16%
– Grade 8	21%	24% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	27%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	46	62
Number receiving grades of 3 or higher	18	25
– Foreign languages	1	2
Number receiving grades of 3 or higher	1	1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	60%	85%
– Algebra II	45%	53%
– Calculus	8%	10%
– Biology	95+%	95+%
– Chemistry	42%	47%
– Physics	19%	20%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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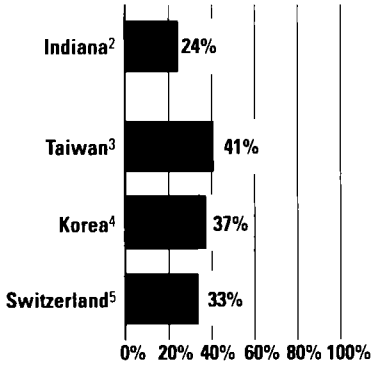
○ Interpret with caution. See technical note on page 237.

INDIANA

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report	
Goal 4: Science and Mathematics			
Direct Measures 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):[11]			
Taiwan = 41% Korea = 37% Switzerland = 33%	—	24%	
Direct Measures of the Objectives: Strengthening Science and Mathematics Education			
• Percentage of public school 8th graders (1990, 1992):[12]			
a) whose teachers report that they do these activities in mathematics class:			
– work in small groups at least once a week	39%	38%	ns
– work with measuring instruments or geometric solids at least once a week	—	5%	
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%	
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]			
– Grade 4	—	73%	
– Grade 8	44%	46%	ns
Direct Measures of the Objectives: Teacher Certification			
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●			
– Biology	—	96%	
– Chemistry	—	94%	
– Physics	—	85%	
– Earth Science	—	65%	
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	96%	
Additional Important Information: Student Attitudes Toward Mathematics			
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]			
– Grade 4	—	76%	
– Grade 8	62%	66%	ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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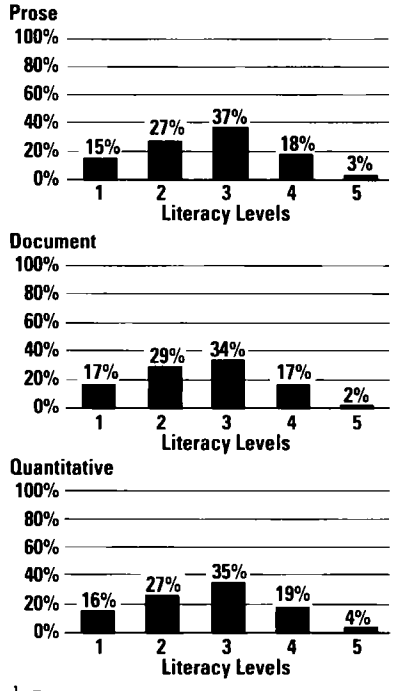
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

INDIANA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	3%
	Level 4	—	18%
	Level 3	—	37%
	Level 2	—	27%
	Level 1 (lowest)	—	15%
Document:	Level 5 (highest)	—	2%
	Level 4	—	17%
	Level 3	—	34%
	Level 2	—	29%
	Level 1 (lowest)	—	17%
Quantitative:	Level 5 (highest)	—	4%
	Level 4	—	19%
	Level 3	—	35%
	Level 2	—	27%
	Level 1 (lowest)	—	16%
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		69%	68% ns
b) voting		61%	63% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

Goal 5: Adult Literacy
Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



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

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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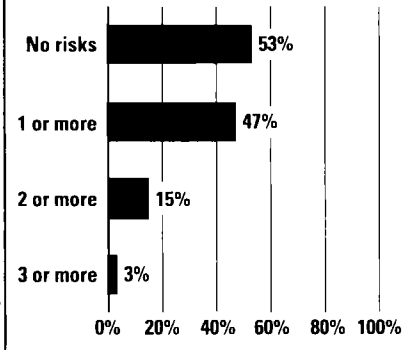
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

IOWA

Goal 1: Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1990)

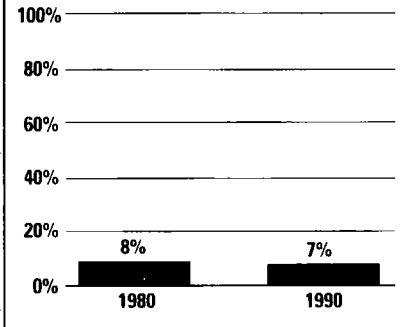


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	946	946
b) between 3.3 and 5.5 pounds	46	45
c) below 3.3 pounds	8	9
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	854	848
b) second trimester of pregnancy	121	128
c) third trimester of pregnancy or never	25	23
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	53%
b) 1 or more risks	—	47%
c) 2 or more risks	—	15%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	45	46
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	93%	—
b) 23- to 24-year-olds	92%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	7%	—

— Data not available.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

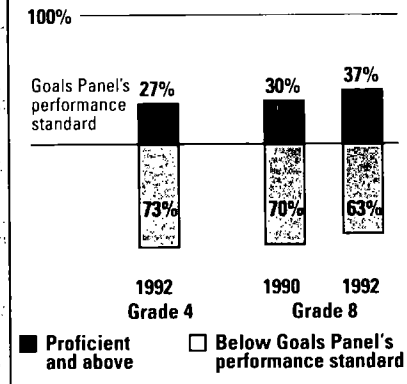
IOWA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	27%
– Grade 8	30%	37%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	32%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	23	31
Number receiving grades of 3 or higher	16	21
– Foreign languages	1	1
Number receiving grades of 3 or higher	<1	<1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	92%	95+%
– Algebra II	50%	67%
– Calculus	9%	12%
– Biology	95+%	95+%
– Chemistry	57%	64%
– Physics	27%	30%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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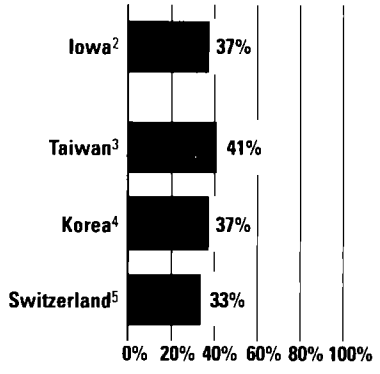
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

IOWA

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	37%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	8%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	59%
– Grade 8	41%	42% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	72%
– Grade 8	64%	64%

— Data not available.
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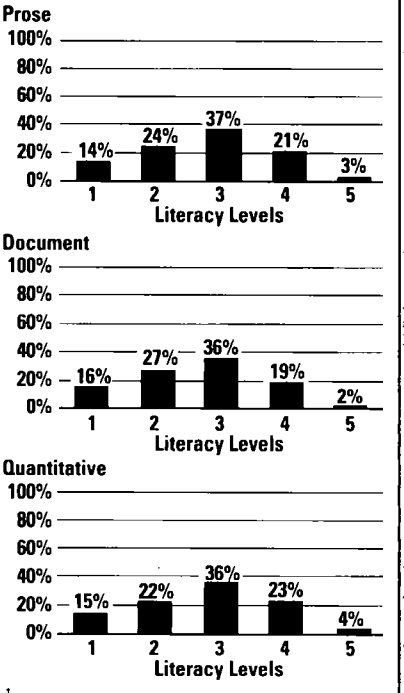
Measuring State Progress Toward the Goals and Objectives

IOWA

	Baseline ○	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning		
Direct Measures of the Goal: Adult Literacy		
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]		
Prose: Level 5 (highest)	—	3%
Level 4	—	21%
Level 3	—	37%
Level 2	—	24%
Level 1 (lowest)	—	14%
Document: Level 5 (highest)	—	2%
Level 4	—	19%
Level 3	—	36%
Level 2	—	27%
Level 1 (lowest)	—	16%
Quantitative: Level 5 (highest)	—	4%
Level 4	—	23%
Level 3	—	36%
Level 2	—	22%
Level 1 (lowest)	—	15%
Direct Measures of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[18]		
a) registered to vote	73%	79%
b) voting	64%	72%
Goal 6: Safe, Disciplined, and Drug-free Schools		
Direct Measures of the Goal: Drug-free Students and Schools		
• Percentage of all high school students who reported (1990, 1991):[19] ○		
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	—	—

Goal 5: Adult Literacy

Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



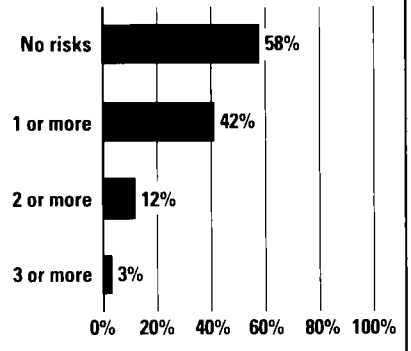
[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being most proficient and Level 1 being least proficient.

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

KANSAS

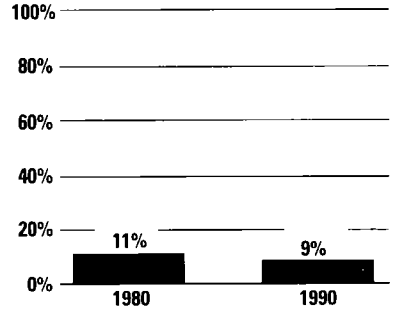
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	939	938
b) between 3.3 and 5.5 pounds	50	52
c) below 3.3 pounds	11	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	816	807
b) second trimester of pregnancy	146	154
c) third trimester of pregnancy or never	38	39
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	58%
b) 1 or more risks	—	42%
c) 2 or more risks	—	12%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	33	38
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	89%	—
b) 23- to 24-year-olds	89%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	9%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

KANSAS

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	31	33
Number receiving grades of 3 or higher	19	19
– Foreign languages	1	1
Number receiving grades of 3 or higher	1	1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	66%	95+%
– Algebra II	47%	62%
– Calculus	9%	11%
– Biology	95+%	95+%
– Chemistry	45%	49%
– Physics	17%	22%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

KANSAS

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	—
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	—
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	—	—
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	—
– Grade 8	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	—
– Grade 8	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

KANSAS

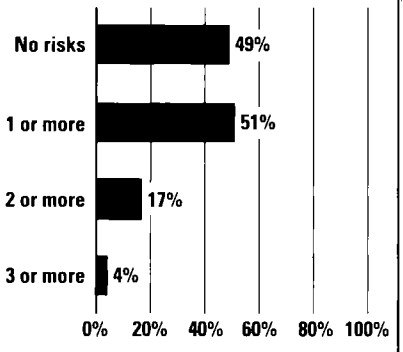
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		69%	78%
b) voting		62%	73%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

KENTUCKY

Measuring State Progress Toward the Goals and Objectives

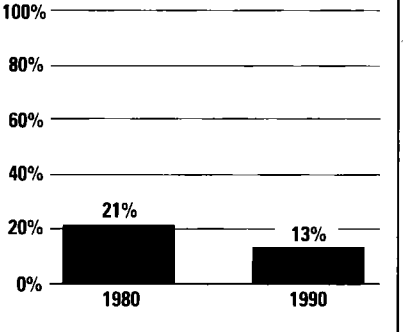
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	933	929
b) between 3.3 and 5.5 pounds	56	59
c) below 3.3 pounds	12	12
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	767	777
b) second trimester of pregnancy	182	175
c) third trimester of pregnancy or never	50	48
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	49%
b) 1 or more risks	—	51%
c) 2 or more risks	—	17%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	68	80
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	82%	—
b) 23- to 24-year-olds	81%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	13%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
◐ Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

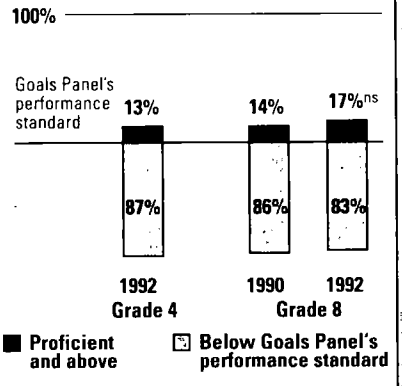
Measuring State Progress Toward the Goals and Objectives

KENTUCKY

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	13%
– Grade 8	14%	17% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	19%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	52	64
Number receiving grades of 3 or higher	26	32
– Foreign languages	4	5
Number receiving grades of 3 or higher	1	2
– Fine arts	1	1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	81%	89%
– Algebra II	54%	61%
– Calculus	6%	7%
– Biology	95+%	95+%
– Chemistry	45%	51%
– Physics	14%	15%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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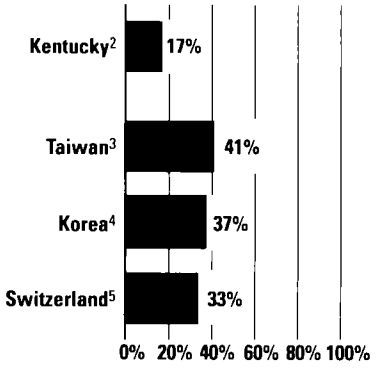
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

KENTUCKY

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

Taiwan = 41%	Korea = 37%	Switzerland = 33%	—	17%

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	42%	52% ns
– work with measuring instruments or geometric solids at least once a week	—	6%
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%

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]

– Grade 4	—	66%
– Grade 8	62%	54% ns

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●

– Biology	—	98%
– Chemistry	—	98%
– Physics	—	84%
– Earth Science	—	45%

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●

	—	99%

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]

– Grade 4	—	70%
– Grade 8	62%	61% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

KENTUCKY

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		63%	65% ns
b) voting		50%	58%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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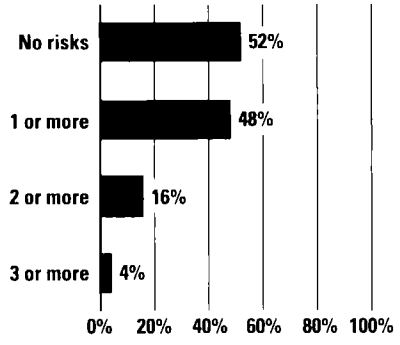
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

LOUISIANA

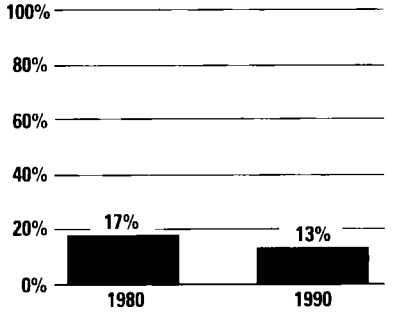
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	912	908
b) between 3.3 and 5.5 pounds	72	75
c) below 3.3 pounds	16	17
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	743	745
b) second trimester of pregnancy	188	195
c) third trimester of pregnancy or never	69	59
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	52%
b) 1 or more risks	—	48%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	32	35
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	81%	—
b) 23- to 24-year-olds	79%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	13%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

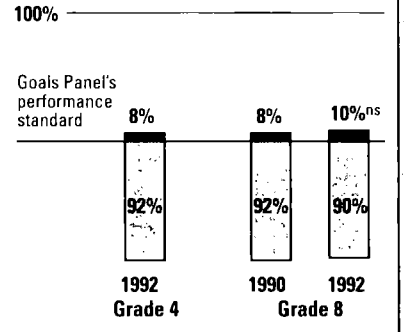
LOUISIANA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	8%
– Grade 8	8%	10% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	13%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	28	31
Number receiving grades of 3 or higher	15	20
– Foreign languages	2	2
Number receiving grades of 3 or higher	1	1
– Fine arts	<1	1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989):[10] □		
– Algebra I	95+%	—
– Algebra II	64%	—
– Calculus	4%	—
– Biology	90%	—
– Chemistry	50%	—
– Physics	21%	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

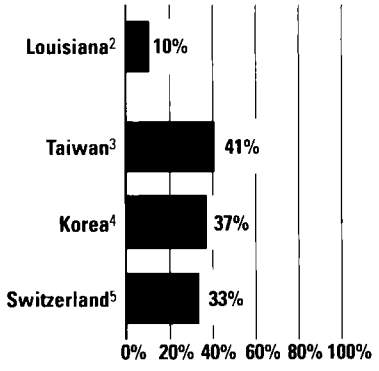
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

LOUISIANA

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	10%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	45%	51% ns
– work with measuring instruments or geometric solids at least once a week	—	3%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	86%
– Grade 8	79%	74% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	76%
– Grade 8	61%	61%

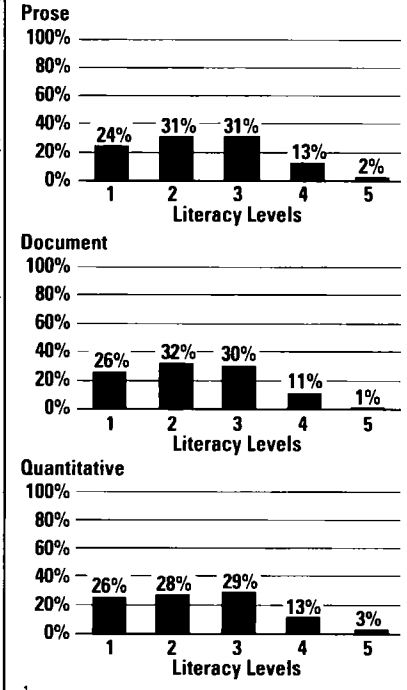
— Data not available.
ns Interpret with caution Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

LOUISIANA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	2%
	Level 4	—	13%
	Level 3	—	31%
	Level 2	—	31%
	Level 1 (lowest)	—	24%
Document:	Level 5 (highest)	—	1%
	Level 4	—	11%
	Level 3	—	30%
	Level 2	—	32%
	Level 1 (lowest)	—	26%
Quantitative:	Level 5 (highest)	—	3%
	Level 4	—	13%
	Level 3	—	29%
	Level 2	—	28%
	Level 1 (lowest)	—	26%
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		76%	79% ns
b) voting		66%	70% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] o			
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		—	—

Goal 5: Adult Literacy
Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



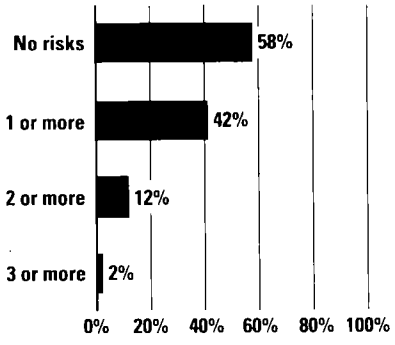
[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being most proficient and Level 1 being least proficient.

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

MAINE

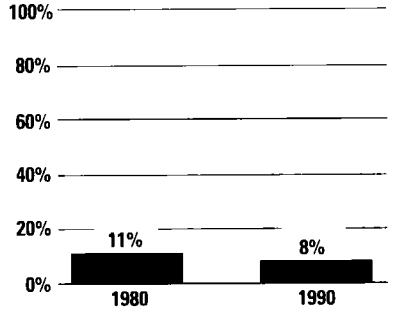
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	951	949
b) between 3.3 and 5.5 pounds	41	43
c) below 3.3 pounds	7	9
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	828	850
b) second trimester of pregnancy	144	125
c) third trimester of pregnancy or never	28	25
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	58%
b) 1 or more risks	—	42%
c) 2 or more risks	—	12%
d) 3 or more risks	—	2%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	54	47
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	89%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	8%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
◇ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

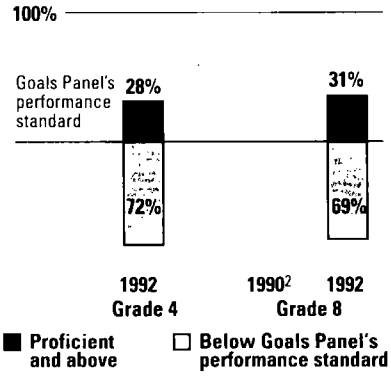
MAINE

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	28%
– Grade 8	—	31%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	31%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	55	72
Number receiving grades of 3 or higher	34	44
– Foreign languages	3	3
Number receiving grades of 3 or higher	2	2
– Fine arts	1	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	84%	91%
– Algebra II	64%	73%
– Calculus	—	—
– Biology	94%	95+%
– Chemistry	58%	69%
– Physics	—	50%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

[2] Data not available.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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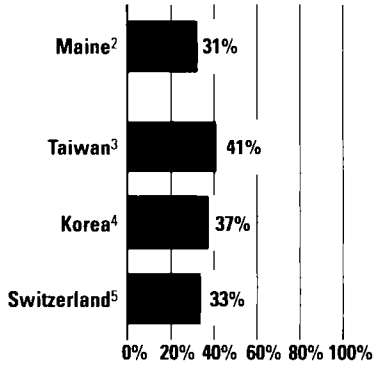
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237

MAINE

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 4 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	31%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	70%
– Grade 8	—	50%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	73%
– Grade 8	—	59%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

MAINE

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		82%	86%
b) voting		67%	75%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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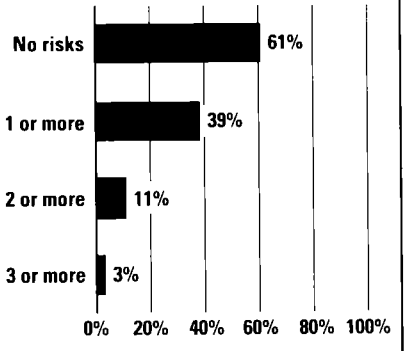
MARYLAND

Measuring State Progress Toward the Goals and Objectives

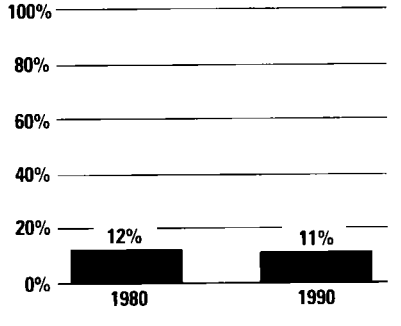
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	919	922
b) between 3.3 and 5.5 pounds	63	62
c) below 3.3 pounds	18	16
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	812	835
b) second trimester of pregnancy	146	127
c) third trimester of pregnancy or never	42	39
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	61%
b) 1 or more risks	—	39%
c) 2 or more risks	—	11%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	34	36
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	87%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

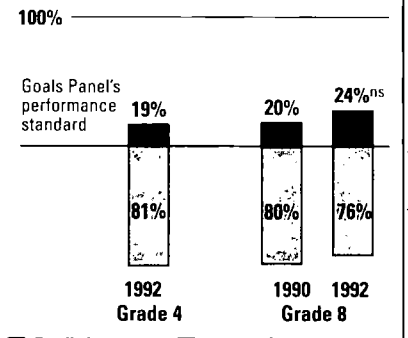
Measuring State Progress Toward the Goals and Objectives

MARYLAND

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	19%
– Grade 8	20%	24% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	21%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	110	127
Number receiving grades of 3 or higher	76	88
– Foreign languages	11	11
Number receiving grades of 3 or higher	8	8
– Fine arts	2	3
Number receiving grades of 3 or higher	2	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989):[10] □		
– Algebra I	94%	—
– Algebra II	51%	—
– Calculus	13%	—
– Biology	95+%	—
– Chemistry	61%	—
– Physics	27%	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
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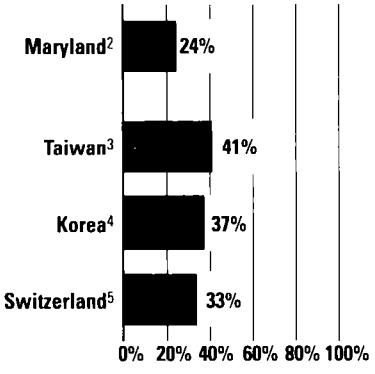
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

MARYLAND

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	24%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	56%	57% ns
– work with measuring instruments or geometric solids at least once a week	—	6%
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	51%
– developing reasoning ability to solve unique problems	53%	51% ns
– communicating mathematics ideas	48%	46% ns
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	92%
– Grade 8	78%	85% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	71%
– Grade 8	61%	60% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

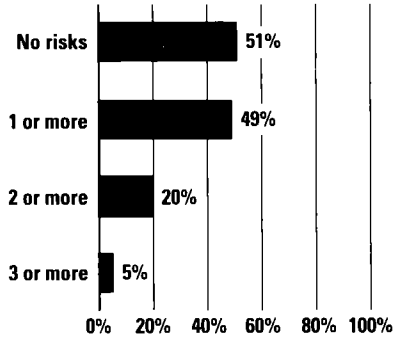
MARYLAND

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		67%	76%
b) voting		57%	70%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236
○ Interpret with caution. See technical note on page 237.

MASSACHUSETTS

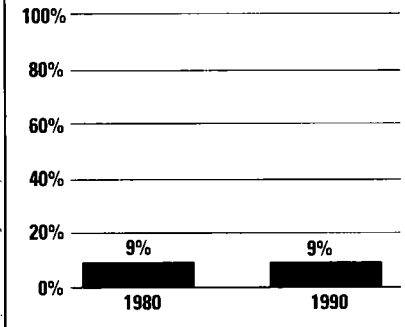
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	940	941
b) between 3.3 and 5.5 pounds	49	48
c) below 3.3 pounds	11	11
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	834	843
b) second trimester of pregnancy	135	129
c) third trimester of pregnancy or never	31	28
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	51%
b) 1 or more risks	—	49%
c) 2 or more risks	—	20%
d) 3 or more risks	—	5%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	50	52
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	89%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	9%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◫ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

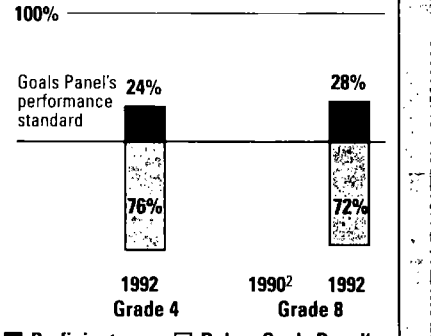
MASSACHUSETTS

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	24%
– Grade 8	—	28%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	32%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	97	116
Number receiving grades of 3 or higher	69	82
– Foreign languages	11	13
Number receiving grades of 3 or higher	9	10
– Fine arts	2	3
Number receiving grades of 3 or higher	2	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

[2] Data not available.

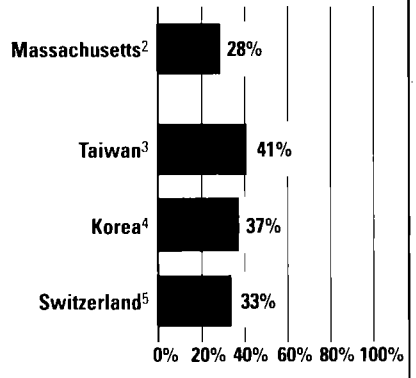
Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
◔ Interpret with caution. See technical note on page 237.

MASSACHUSETTS

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	28%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	77%
– Grade 8	—	56%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	72%
– Grade 8	—	59%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
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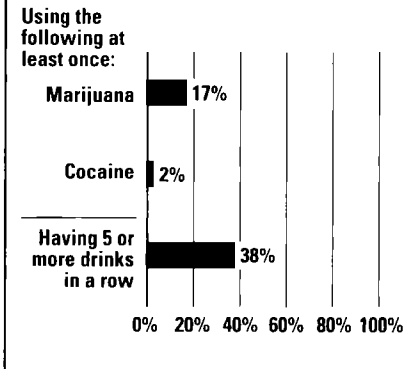
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

MASSACHUSETTS

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		74%	77%
b) voting		67%	70%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990):[19] ○			
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		38%	—

Goal 6: Student Drug Use
Percentage of all high school students who reported doing the following during the past 30 days (1990)



Source: Centers for Disease Control, 1991

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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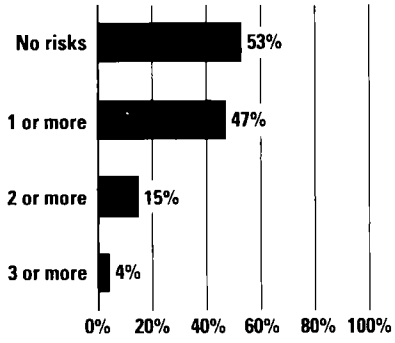
□ Interpret with caution. See technical note on page 235.
● Interpret with caution See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

MICHIGAN

Goal 1: Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1990)

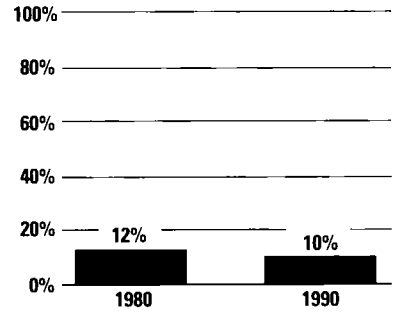


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	927	924
b) between 3.3 and 5.5 pounds	59	60
c) below 3.3 pounds	14	15
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	799	794
b) second trimester of pregnancy	164	165
c) third trimester of pregnancy or never	37	41
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	53%
b) 1 or more risks	—	47%
c) 2 or more risks	—	15%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	34	37
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	88%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

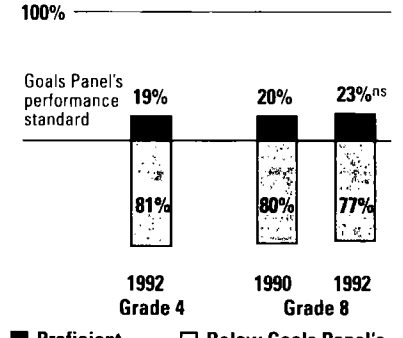
Measuring State Progress Toward the Goals and Objectives

MICHIGAN

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	19%
– Grade 8	20%	23% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	23%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	58	69
Number receiving grades of 3 or higher	37	45
– Foreign languages	4	5
Number receiving grades of 3 or higher	2	3
– Fine arts	1	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

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Source: National Center for Education Statistics, 1993

— Data not available.
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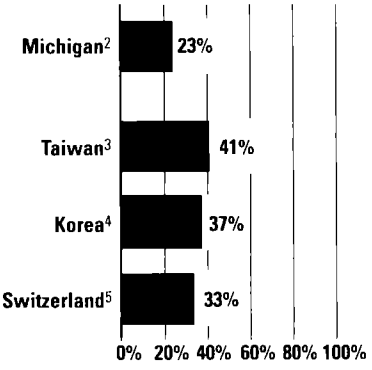
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

MICHIGAN

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	23%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	16%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	83%
– Grade 8	67%	78% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	72%
– Grade 8	61%	60% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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Measuring State Progress Toward the Goals and Objectives

MICHIGAN

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		74%	77%
b) voting		61%	68%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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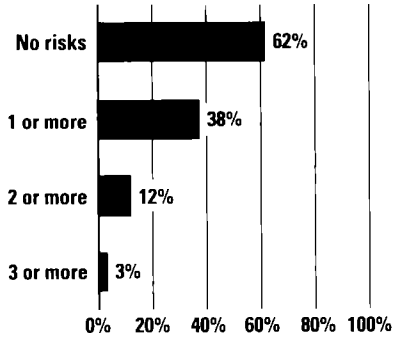
○ Interpret with caution. See technical note on page 237.

MINNESOTA

Goal 1: Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1990)

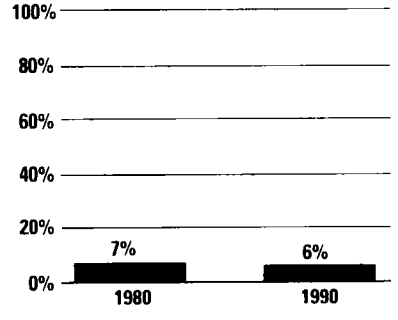


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	950	949
b) between 3.3 and 5.5 pounds	41	41
c) below 3.3 pounds	9	9
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	798	812
b) second trimester of pregnancy	158	152
c) third trimester of pregnancy or never	44	36
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	62%
b) 1 or more risks	—	38%
c) 2 or more risks	—	12%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	42	44
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	92%	—
b) 23- to 24-year-olds	93%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	6%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

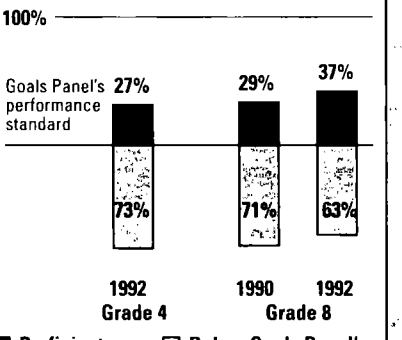
MINNESOTA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	27%
– Grade 8	29%	37%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	28%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	28	37
Number receiving grades of 3 or higher	18	25
– Foreign languages	2	2
Number receiving grades of 3 or higher	1	1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	90%	95+%
– Algebra II	55%	62%
– Calculus	12%	13%
– Biology	95+%	95+%
– Chemistry	44%	52%
– Physics	23%	25%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

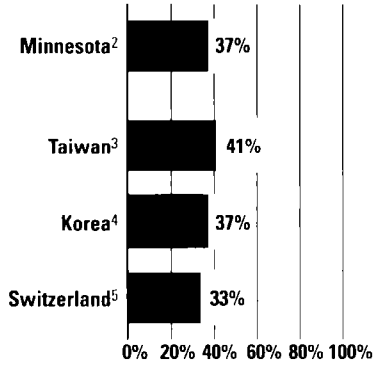
Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

MINNESOTA

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	37%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	43%	51% ns
– work with measuring instruments or geometric solids at least once a week	—	9%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	72%
– Grade 8	52%	43% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	98%
– Chemistry	—	88%
– Physics	—	89%
– Earth Science	—	77%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	98%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	74%
– Grade 8	56%	57% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

MINNESOTA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		79%	88%
b) voting		71%	76%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
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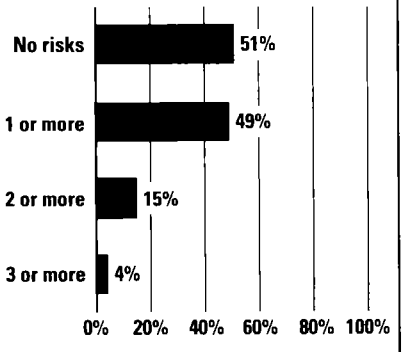
● Interpret with caution. See technical note on page 236.
© Interpret with caution. See technical note on page 237.

MISSISSIPPI

Goal 1: Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1990)

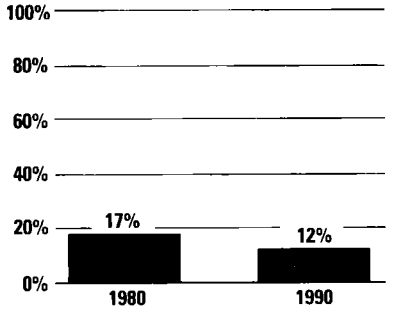


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	913	904
b) between 3.3 and 5.5 pounds	72	79
c) below 3.3 pounds	15	17
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	759	745
b) second trimester of pregnancy	201	207
c) third trimester of pregnancy or never	41	48
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	51%
b) 1 or more risks	—	49%
c) 2 or more risks	—	15%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	46	39
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	83%	—
b) 23- to 24-year-olds	80%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	12%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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Measuring State Progress Toward the Goals and Objectives

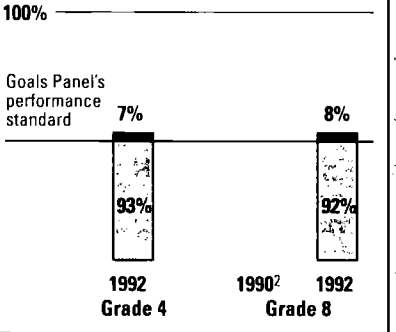
MISSISSIPPI

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	7%
– Grade 8	—	8%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	12%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	32	36
Number receiving grades of 3 or higher	16	18
– Foreign languages	<1	<1
Number receiving grades of 3 or higher	<1	<1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	85%	95+%
– Algebra II	58%	64%
– Calculus	3%	4%
– Biology	95+%	95+%
– Chemistry	55%	57%
– Physics	17%	17%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

[2] Data not available..

Source: National Center for Education Statistics, 1993

— Data not available.
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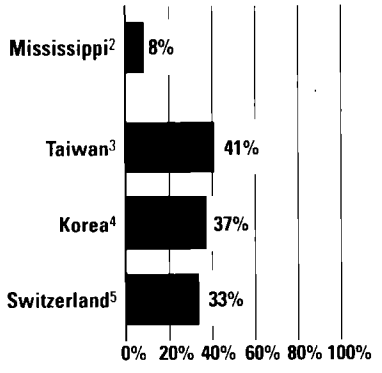
○ Interpret with caution. See technical note on page 237.

MISSISSIPPI

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	8%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	92%
– Grade 8	—	77%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	80%
– Chemistry	—	75%
– Physics	—	50%
– Earth Science	—	86%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	90%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	76%
– Grade 8	—	68%

— Data not available.
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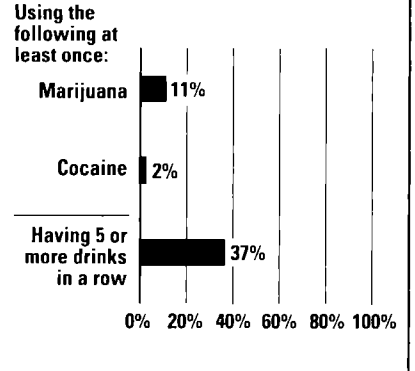
Measuring State Progress Toward the Goals and Objectives

MISSISSIPPI

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		78%	80% ns
b) voting		63%	67% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		11%	—
– cocaine		2%	—
b) Having five or more drinks in a row during the past 30 days		37%	—

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1990)



Source: Centers for Disease Control, 1991

— Data not available.
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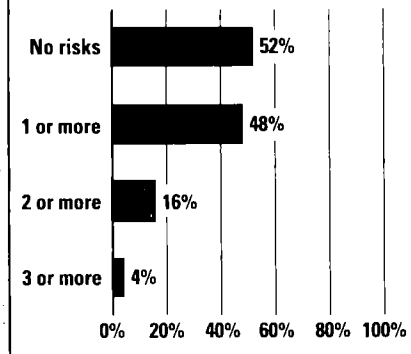
MISSOURI

Measuring State Progress Toward the Goals and Objectives

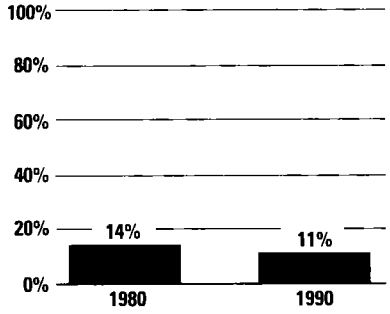
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	932	929
b) between 3.3 and 5.5 pounds	56	59
c) below 3.3 pounds	12	12
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	792	785
b) second trimester of pregnancy	164	167
c) third trimester of pregnancy or never	44	48
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	52%
b) 1 or more risks	—	48%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	18	23
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	86%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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◑ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

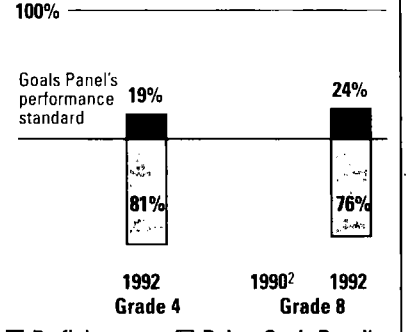
MISSOURI

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	19%
– Grade 8	—	24%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	26%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	28	37
Number receiving grades of 3 or higher	21	27
– Foreign languages	2	2
Number receiving grades of 3 or higher	1	2
– Fine arts	<1	1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	95%	95+%
– Algebra II	58%	63%
– Calculus	8%	11%
– Biology	86%	90%
– Chemistry	41%	46%
– Physics	16%	18%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

[2] Data not available.

Source: National Center for Education Statistics, 1993

— Data not available.
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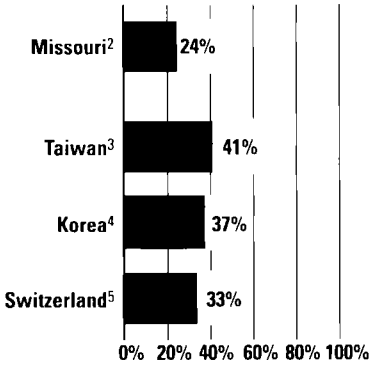
○ Interpret with caution. See technical note on page 237.

MISSOURI

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	24%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	56%
– Grade 8	—	44%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	96%
– Chemistry	—	93%
– Physics	—	74%
– Earth Science	—	65%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	99%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	74%
– Grade 8	—	62%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

MISSOURI

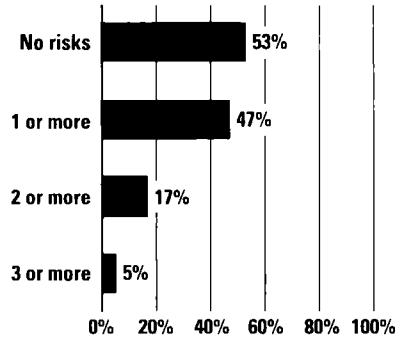
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		76%	75% ns
b) voting		66%	67% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ⟲			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report
■ Interpret with caution. See technical note on pp. 234-235.
⧈ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
⟲ Interpret with caution. See technical note on page 237.

MONTANA

Measuring State Progress Toward the Goals and Objectives

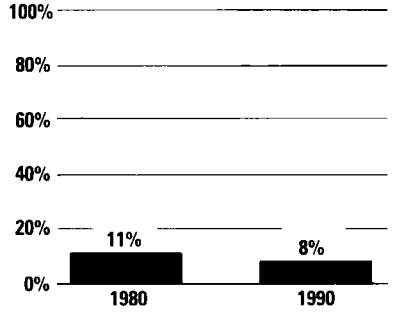
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	940	938
b) between 3.3 and 5.5 pounds	52	51
c) below 3.3 pounds	8	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	777	763
b) second trimester of pregnancy	172	185
c) third trimester of pregnancy or never	51	51
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	53%
b) 1 or more risks	—	47%
c) 2 or more risks	—	17%
d) 3 or more risks	—	5%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	46	49
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	89%	—
b) 23- to 24-year-olds	89%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	8%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

MONTANA

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	33	37
Number receiving grades of 3 or higher	21	24
– Foreign languages	1	1
Number receiving grades of 3 or higher	<1	1
– Fine arts	2	2
Number receiving grades of 3 or higher	2	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] ◻		
– Algebra I	94%	90%
– Algebra II	65%	58%
– Calculus	6%	6%
– Biology	95+%	95+%
– Chemistry	48%	55%
– Physics	24%	27%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◻ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

MONTANA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	—
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	—
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	—	—
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	—
– Grade 8	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	100%
– Chemistry	—	99%
– Physics	—	96%
– Earth Science	—	95%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	99%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	—
– Grade 8	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

MONTANA

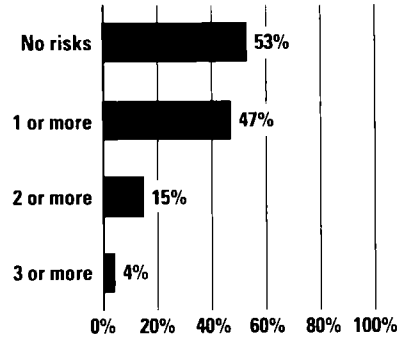
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		76%	78% ns
b) voting		69%	72% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

NEBRASKA

Measuring State Progress Toward the Goals and Objectives

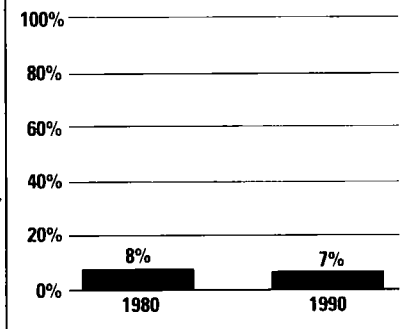
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	945	947
b) between 3.3 and 5.5 pounds	46	44
c) below 3.3 pounds	9	9
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	824	825
b) second trimester of pregnancy	144	141
c) third trimester of pregnancy or never	32	33
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	53%
b) 1 or more risks	—	47%
c) 2 or more risks	—	15%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	34	38
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	92%	—
b) 23- to 24-year-olds	92%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	7%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

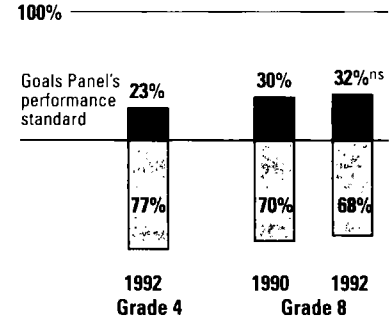
NEBRASKA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	23%
– Grade 8	30%	32% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	27%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	34	42
Number receiving grades of 3 or higher	22	28
– Foreign languages	1	1
Number receiving grades of 3 or higher	<1	<1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	75%	95+%
– Algebra II	54%	58%
– Calculus	6%	14%
– Biology	95+%	95+%
– Chemistry	46%	50%
– Physics	21%	24%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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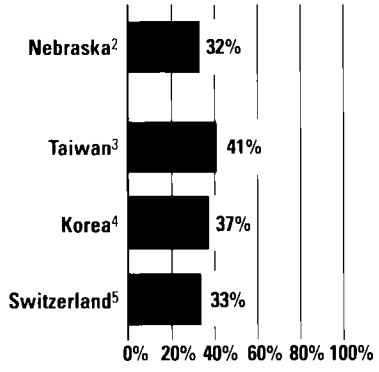
○ Interpret with caution. See technical note on page 237.

NEBRASKA

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 4 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	32%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	7%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	50%
– Grade 8	40%	26%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	73%
– Grade 8	62%	62%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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◪ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

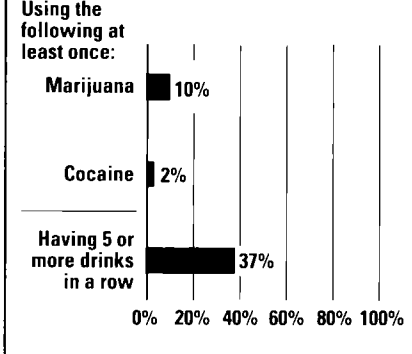
Measuring State Progress Toward the Goals and Objectives

NEBRASKA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		72%	74% ns
b) voting		65%	67% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1991):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		10%	—
– cocaine		2%	—
b) Having five or more drinks in a row during the past 30 days		37%	—

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1991)



Source: Centers for Disease Control, 1992

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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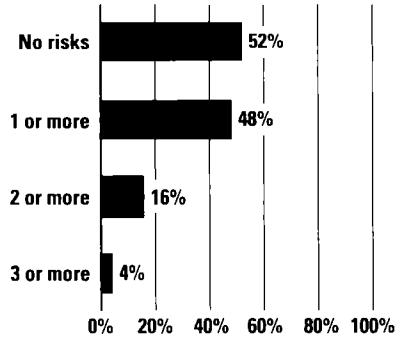
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236
○ Interpret with caution. See technical note on page 237.

NEVADA

Measuring State Progress Toward the Goals and Objectives

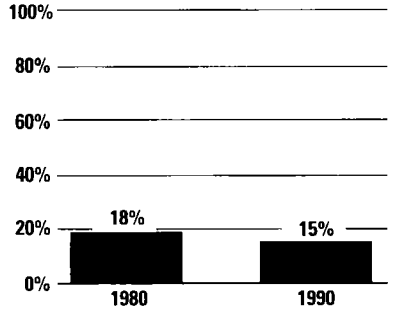
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	925	928
b) between 3.3 and 5.5 pounds	63	61
c) below 3.3 pounds	12	11
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	720	725
b) second trimester of pregnancy	186	194
c) third trimester of pregnancy or never	94	81
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	52%
b) 1 or more risks	—	48%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	26	31
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	78%	—
b) 23- to 24-year-olds	80%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	15%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

NEVADA

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	62	65
Number receiving grades of 3 or higher	29	34
– Foreign languages	4	5
Number receiving grades of 3 or higher	3	3
– Fine arts	1	1
Number receiving grades of 3 or higher	<1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] ❑		
– Algebra I	90%	80%
– Algebra II	32%	43%
– Calculus	5%	5%
– Biology	65%	95+%
– Chemistry	33%	43%
– Physics	13%	18%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
❑ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

NEVADA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	—
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	—
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	—	—
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	—
– Grade 8	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	99%
– Chemistry	—	100%
– Physics	—	96%
– Earth Science	—	92%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	95%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	—
– Grade 8	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◻ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

NEVADA

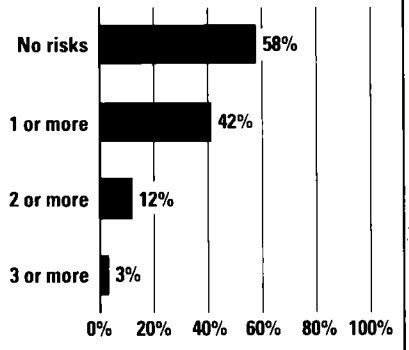
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		58%	68%
b) voting		50%	63%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

NEW HAMPSHIRE

Measuring State Progress Toward the Goals and Objectives

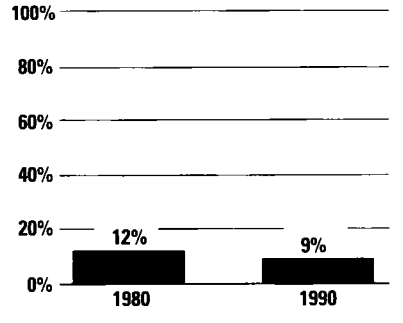
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	952	951
b) between 3.3 and 5.5 pounds	40	40
c) below 3.3 pounds	8	9
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	841	858
b) second trimester of pregnancy	129	118
c) third trimester of pregnancy or never	30	25
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	58%
b) 1 or more risks	—	42%
c) 2 or more risks	—	12%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	29	31
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	88%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	9%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

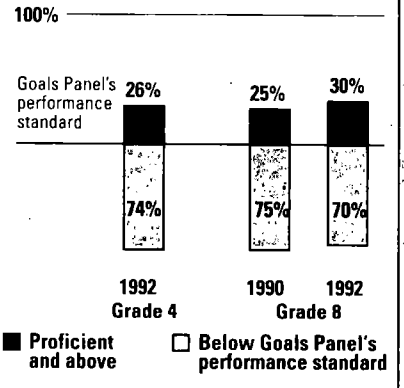
Measuring State Progress Toward the Goals and Objectives

NEW HAMPSHIRE

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	26%
– Grade 8	25%	30%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	34%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	63	78
Number receiving grades of 3 or higher	45	57
– Foreign languages	5	6
Number receiving grades of 3 or higher	4	4
– Fine arts	1	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] ◻		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

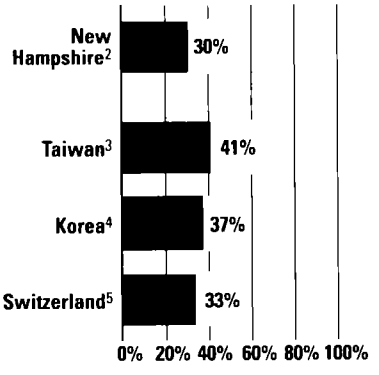
Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
∀ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◻ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

NEW HAMPSHIRE

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	30%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	57%	59% ns
– work with measuring instruments or geometric solids at least once a week	—	9%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	76%
– Grade 8	38%	61%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	70%
– Grade 8	58%	59% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

NEW HAMPSHIRE

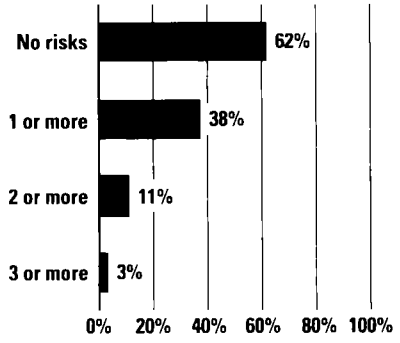
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		67%	72% ns
b) voting		59%	66%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◰ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

NEW JERSEY

Measuring State Progress Toward the Goals and Objectives

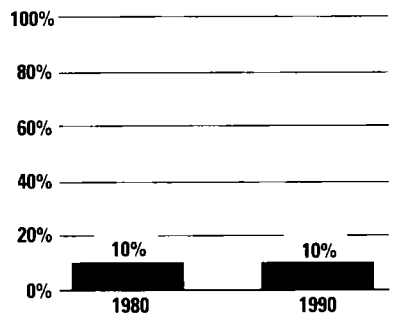
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	930	930
b) between 3.3 and 5.5 pounds	57	56
c) below 3.3 pounds	14	14
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	797	817
b) second trimester of pregnancy	148	138
c) third trimester of pregnancy or never	54	45
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲ – late (in third trimester) or no prenatal care – low maternal weight gain (less than 21 pounds) – three or more older siblings – mother smoked during pregnancy – mother drank alcohol during pregnancy – closely spaced birth (within 18 months of previous birth)		
a) no risks	—	62%
b) 1 or more risks	—	38%
c) 2 or more risks	—	11%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	47	47
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	88%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

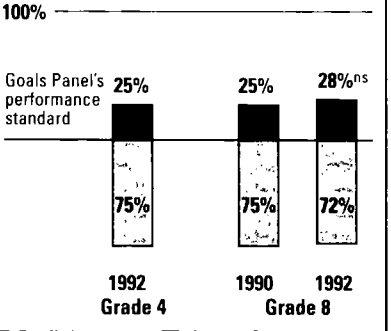
NEW JERSEY

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	25%
– Grade 8	25%	28% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	31%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	99	119
Number receiving grades of 3 or higher	69	82
– Foreign languages	10	11
Number receiving grades of 3 or higher	7	8
– Fine arts	2	3
Number receiving grades of 3 or higher	1	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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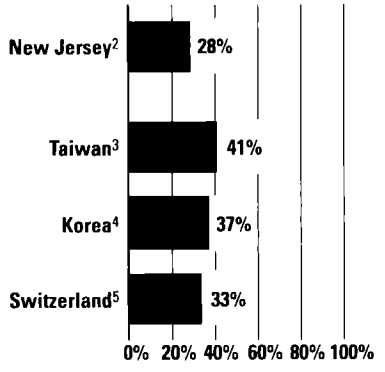
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

NEW JERSEY

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	28%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	44%	52% ns
– work with measuring instruments or geometric solids at least once a week	—	10%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	95%
– Grade 8	83%	84% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	76%
– Grade 8	63%	63%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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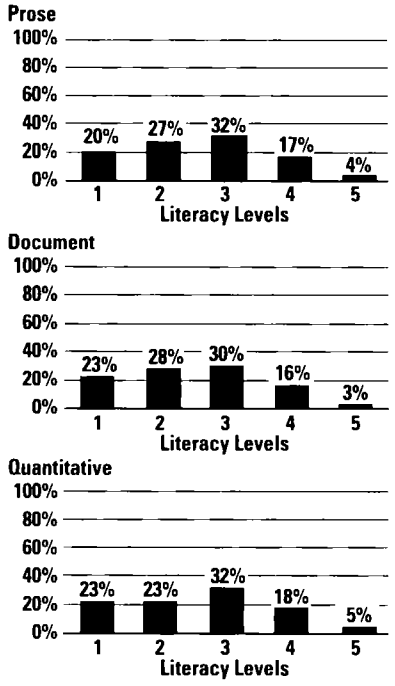
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

NEW JERSEY

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	4%
	Level 4	—	17%
	Level 3	—	32%
	Level 2	—	27%
	Level 1 (lowest)	—	20%
Document:	Level 5 (highest)	—	3%
	Level 4	—	16%
	Level 3	—	30%
	Level 2	—	28%
	Level 1 (lowest)	—	23%
Quantitative:	Level 5 (highest)	—	5%
	Level 4	—	18%
	Level 3	—	32%
	Level 2	—	23%
	Level 1 (lowest)	—	23%
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		72%	75%
b) voting		64%	67%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

Goal 5: Adult Literacy
Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



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

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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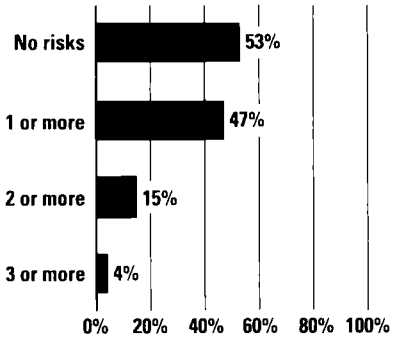
○ Interpret with caution. See technical note on page 237.

NEW MEXICO

Measuring State Progress Toward the Goals and Objectives

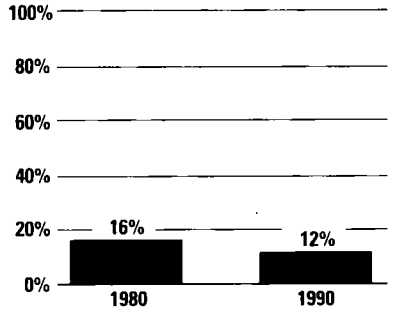
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	928	926
b) between 3.3 and 5.5 pounds	63	63
c) below 3.3 pounds	10	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	549	573
b) second trimester of pregnancy	290	299
c) third trimester of pregnancy or never	161	128
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	53%
b) 1 or more risks	—	47%
c) 2 or more risks	—	15%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	28	33
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	82%	—
b) 23- to 24-year-olds	82%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	12%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

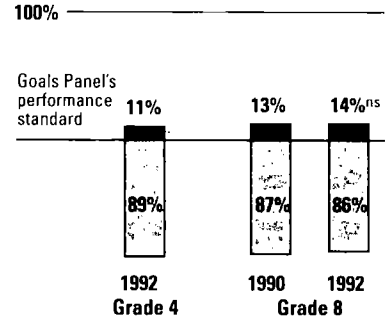
NEW MEXICO

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	11%
– Grade 8	13%	14% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	20%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	61	63
Number receiving grades of 3 or higher	36	37
– Foreign languages	6	6
Number receiving grades of 3 or higher	4	4
– Fine arts	1	2
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	95+%	95+%
– Algebra II	47%	51%
– Calculus	8%	8%
– Biology	95+%	95+%
– Chemistry	33%	40%
– Physics	15%	16%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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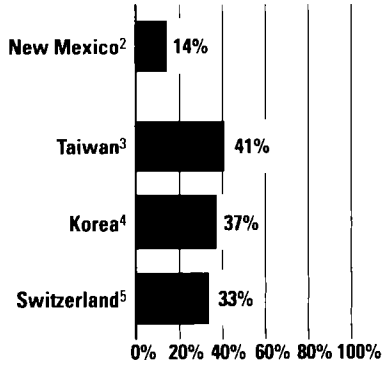
○ Interpret with caution. See technical note on page 237.

NEW MEXICO

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	14%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	5%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	57%
– Grade 8	61%	50%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	100%
– Chemistry	—	100%
– Physics	—	99%
– Earth Science	—	98%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	100%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	74%
– Grade 8	59%	55% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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○ Interpret with caution. See technical note on page 237.

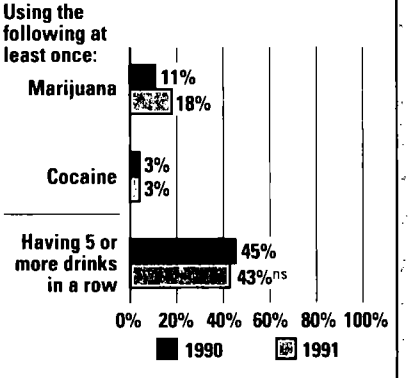
Measuring State Progress Toward the Goals and Objectives

NEW MEXICO

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		69%	71% ns
b) voting		58%	66%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		11%	18%
– cocaine		3%	3%
b) Having five or more drinks in a row during the past 30 days		45%	43% ns

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1990, 1991)



ns Interpret with caution. Change was not statistically significant.

Source: Centers for Disease Control, 1991 and 1992

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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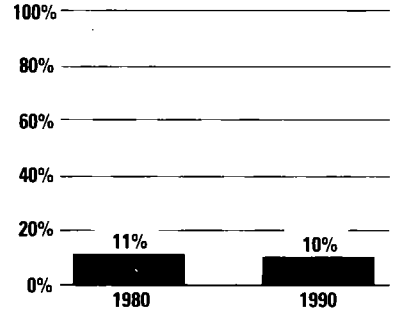
○ Interpret with caution. See technical note on page 237.

NEW YORK

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	922	924
b) between 3.3 and 5.5 pounds	63	62
c) below 3.3 pounds	15	14
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	748	731
b) second trimester of pregnancy	183	186
c) third trimester of pregnancy or never	69	82
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	35	39
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	85%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	10%	—

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available.
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Measuring State Progress Toward the Goals and Objectives

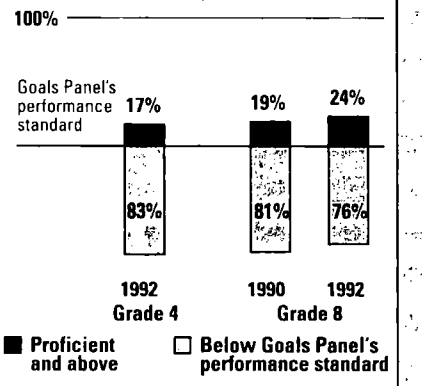
NEW YORK

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	17%
– Grade 8	19%	24%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	23%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	127	145
Number receiving grades of 3 or higher	81	94
– Foreign languages	13	15
Number receiving grades of 3 or higher	9	10
– Fine arts	3	3
Number receiving grades of 3 or higher	2	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	69%	83%
– Algebra II	46%	45%
– Calculus	12%	13%
– Biology	95+%	95+%
– Chemistry	56%	58%
– Physics	28%	28%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

— Data not available.
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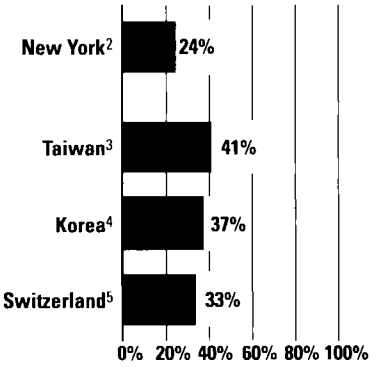
NEW YORK

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	24%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	7%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	73%
– Grade 8	74%	66% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	92%
– Chemistry	—	93%
– Physics	—	84%
– Earth Science	—	77%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	92%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	75%
– Grade 8	64%	64%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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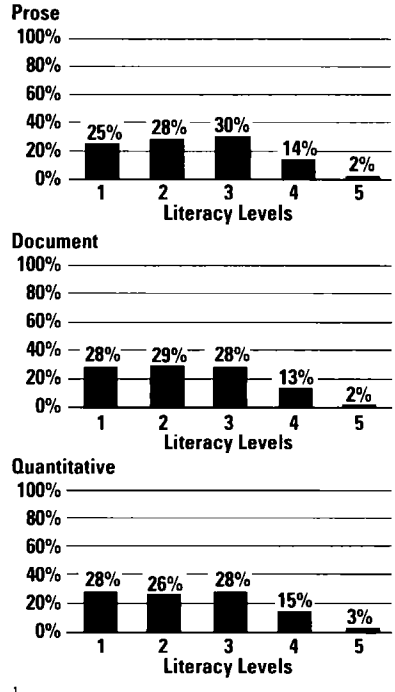
● Interpret with caution. See technical note on page 236.
◇ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

NEW YORK

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	2%
	Level 4	—	14%
	Level 3	—	30%
	Level 2	—	28%
	Level 1 (lowest)	—	25%
Document:	Level 5 (highest)	—	2%
	Level 4	—	13%
	Level 3	—	28%
	Level 2	—	29%
	Level 1 (lowest)	—	28%
Quantitative:	Level 5 (highest)	—	3%
	Level 4	—	15%
	Level 3	—	28%
	Level 2	—	26%
	Level 1 (lowest)	—	28%
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		67%	69%
b) voting		60%	63%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1991):[19] ○			
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		36%	—

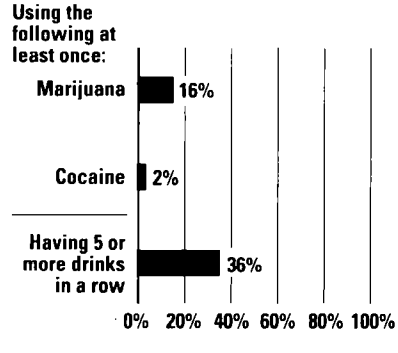
Goal 5: Adult Literacy
Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



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

Source: Educational Testing Service, 1993

Goal 6: Student Drug Use
Percentage of all high school students who reported doing the following during the past 30 days (1991)



Source: Centers for Disease Control, 1992

— Data not available.
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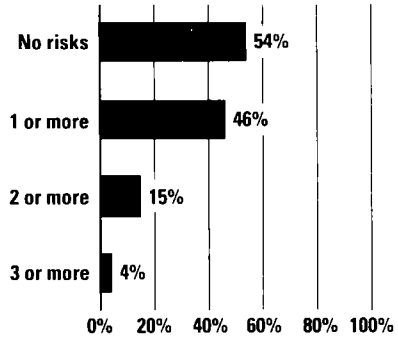
○ Interpret with caution. See technical note on page 237.

NORTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

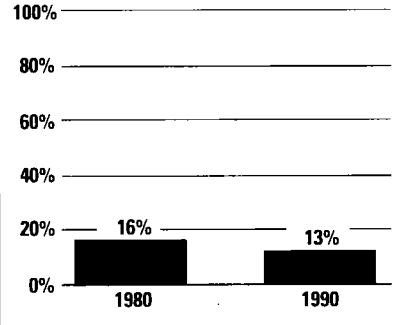
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	920	920
b) between 3.3 and 5.5 pounds	65	64
c) below 3.3 pounds	16	16
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	757	757
b) second trimester of pregnancy	187	187
c) third trimester of pregnancy or never	56	56
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	54%
b) 1 or more risks	—	46%
c) 2 or more risks	—	15%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	39	40
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	85%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	13%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

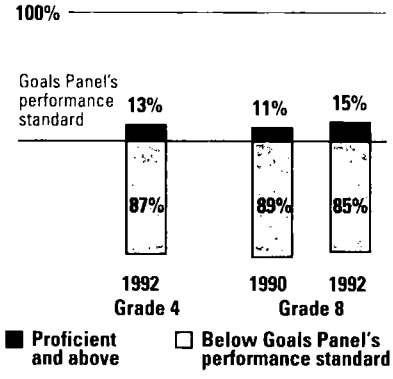
NORTH CAROLINA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	13%
– Grade 8	11%	15%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	22%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	74	111
Number receiving grades of 3 or higher	46	64
– Foreign languages	3	3
Number receiving grades of 3 or higher	2	2
– Fine arts	1	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1988, 1991):[10] ◻		
– Algebra I	67%	88%
– Algebra II	51%	54%
– Calculus	8%	8%
– Biology	95+%	95+%
– Chemistry	47%	53%
– Physics	15%	15%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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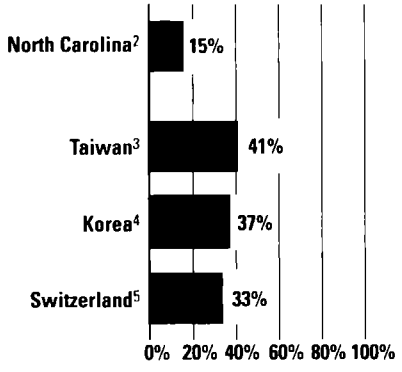
◻ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

NORTH CAROLINA

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	15%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	5%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	80%
– Grade 8	71%	67% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	97%
– Chemistry	—	100%
– Physics	—	92%
– Earth Science	—	92%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	93%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	73%
– Grade 8	65%	64% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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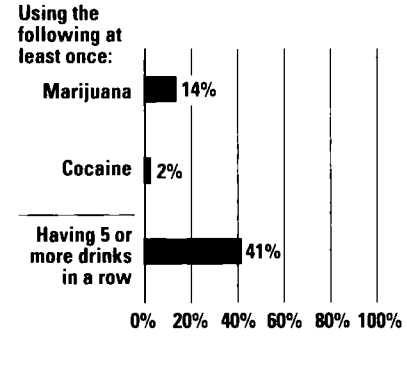
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

NORTH CAROLINA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		65%	70%
b) voting		54%	61%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990):[19] o			
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%	—

Goal 6: Student Drug Use
Percentage of all high school students who reported doing the following during the past 30 days (1990)



Source: Centers for Disease Control, 1991

— Data not available.
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▽ Definition has changed since 1992 Goals Report.
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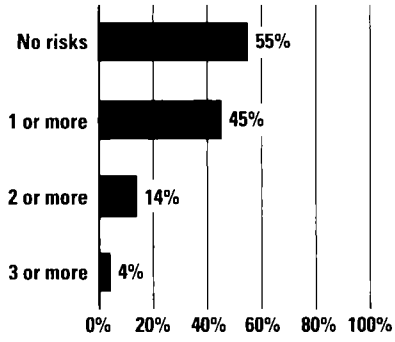
O Interpret with caution. See technical note on page 237.

NORTH DAKOTA

Goal 1: Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1990)

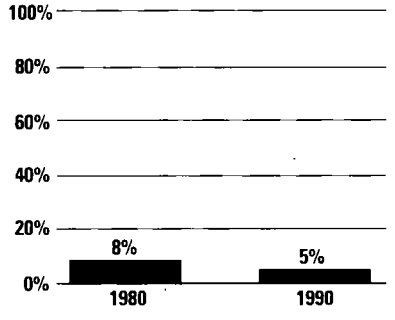


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts

Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	952	945
b) between 3.3 and 5.5 pounds	40	45
c) below 3.3 pounds	8	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	819	821
b) second trimester of pregnancy	152	148
c) third trimester of pregnancy or never	28	31
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	55%
b) 1 or more risks	—	45%
c) 2 or more risks	—	14%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	39	40
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	95%	—
b) 23- to 24-year-olds	94%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	5%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

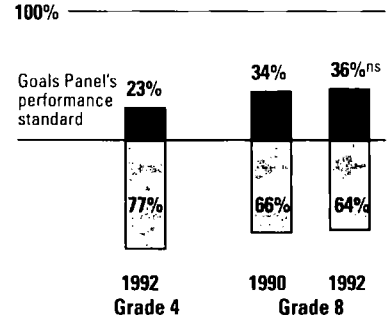
NORTH DAKOTA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	23%
– Grade 8	34%	36% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	31%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	17	17
Number receiving grades of 3 or higher	13	13
– Foreign languages	<1	<1
Number receiving grades of 3 or higher	<1	<1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	95%	95+%
– Algebra II	64%	76%
– Calculus	3%	6%
– Biology	95+%	95+%
– Chemistry	54%	67%
– Physics	24%	28%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

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Source: National Center for Education Statistics, 1993

— Data not available.
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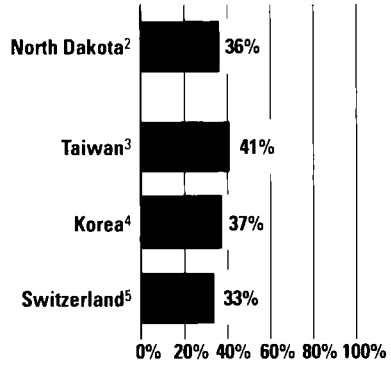
○ Interpret with caution. See technical note on page 237.

NORTH DAKOTA

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	36%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	38%	39% ns
– work with measuring instruments or geometric solids at least once a week	—	10%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	57%
– Grade 8	43%	38% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	100%
– Chemistry	—	100%
– Physics	—	100%
– Earth Science	—	100%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	100%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	71%
– Grade 8	58%	58%

— Data not available.
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Measuring State Progress Toward the Goals and Objectives

NORTH DAKOTA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		95%	92% ns
b) voting		74%	72% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

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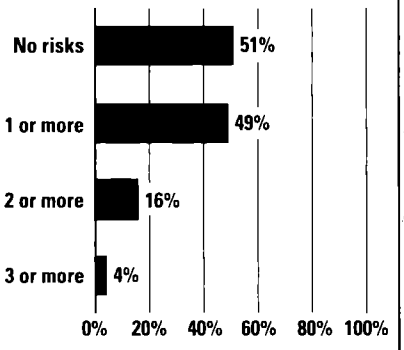
OHIO

Measuring State Progress Toward the Goals and Objectives

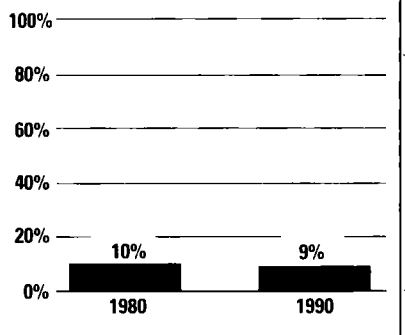
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	931	929
b) between 3.3 and 5.5 pounds	57	57
c) below 3.3 pounds	12	14
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	816	815
b) second trimester of pregnancy	146	144
c) third trimester of pregnancy or never	38	41
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	51%
b) 1 or more risks	—	49%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	26	29
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	87%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	9%	—

— Data not available.
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Measuring State Progress Toward the Goals and Objectives

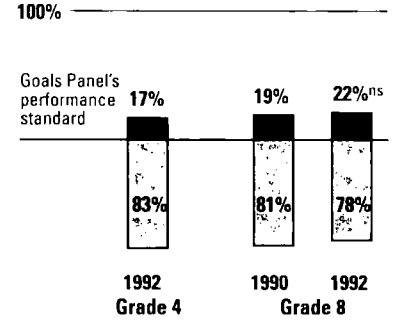
OHIO

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	17%
– Grade 8	19%	22% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	24%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	46	55
Number receiving grades of 3 or higher	30	37
– Foreign languages	3	4
Number receiving grades of 3 or higher	2	2
– Fine arts	1	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	80%	86%
– Algebra II	47%	50%
– Calculus	8%	10%
– Biology	95+%	93%
– Chemistry	49%	53%
– Physics	20%	22%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

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Source: National Center for Education Statistics, 1993

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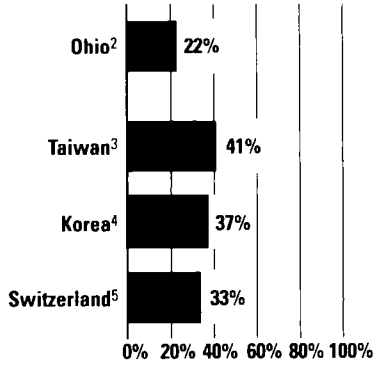
OHIO

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

Taiwan = 41%	Korea = 37%	Switzerland = 33%	—	22%

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

a) whose teachers report 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	—	5%	
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

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]

– Grade 4	—	86%
– Grade 8	66%	80%

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●

– Biology	—	96%
– Chemistry	—	98%
– Physics	—	97%
– Earth Science	—	95%

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — 90%

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]

– Grade 4	—	74%	
– Grade 8	64%	61%	ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

OHIO

Goal 5: Adult Literacy and Lifelong Learning

Direct Measures of the Goal: Adult Literacy

- Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]

		Baseline	1993 Goals Report
Prose:	Level 5 (highest)	—	3%
	Level 4	—	18%
	Level 3	—	34%
	Level 2	—	29%
	Level 1 (lowest)	—	16%
Document:	Level 5 (highest)	—	2%
	Level 4	—	17%
	Level 3	—	32%
	Level 2	—	31%
	Level 1 (lowest)	—	18%
Quantitative:	Level 5 (highest)	—	4%
	Level 4	—	19%
	Level 3	—	33%
	Level 2	—	27%
	Level 1 (lowest)	—	17%

Direct Measures of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):[18]

	Baseline	1993 Goals Report
a) registered to vote	70%	71% ns
b) voting	63%	65% ns

Goal 6: Safe, Disciplined, and Drug-free Schools

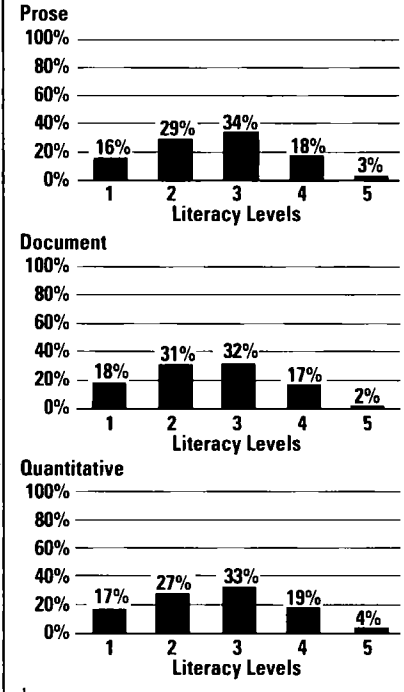
Direct Measures of the Goal: Drug-free Students and Schools

- Percentage of all high school students who reported (1990, 1991):[19] ○

	Baseline	1993 Goals Report
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	—	—

Goal 5: Adult Literacy

Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



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

Source: Educational Testing Service, 1993

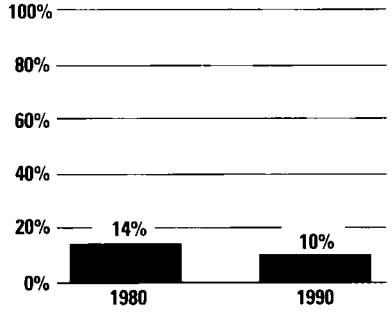
— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

OKLAHOMA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	935	934
b) between 3.3 and 5.5 pounds	55	56
c) below 3.3 pounds	10	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	736	712
b) second trimester of pregnancy	201	205
c) third trimester of pregnancy or never	63	83
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	37	39
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	85%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	10%	—

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report
■ Interpret with caution. See technical note on pp. 234-235.
◪ Interpret with caution See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

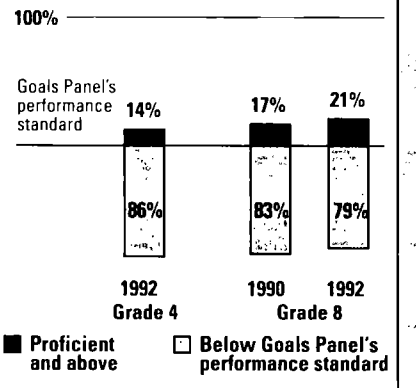
OKLAHOMA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	14%
– Grade 8	17%	21%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	25%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	32	42
Number receiving grades of 3 or higher	19	25
– Foreign languages	1	1
Number receiving grades of 3 or higher	1	1
– Fine arts	<1	1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	95+%	95+%
– Algebra II	60%	63%
– Calculus	8%	6%
– Biology	93%	95+%
– Chemistry	37%	39%
– Physics	10%	11%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



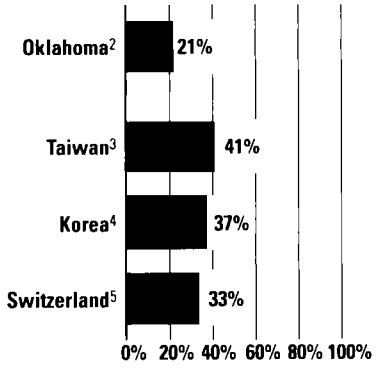
[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

OKLAHOMA

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	21%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	7%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	78%
– Grade 8	59%	51% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	97%
– Chemistry	—	96%
– Physics	—	90%
– Earth Science	—	71%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	95%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	75%
– Grade 8	63%	62% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

OKLAHOMA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		66%	75%
b) voting		57%	68%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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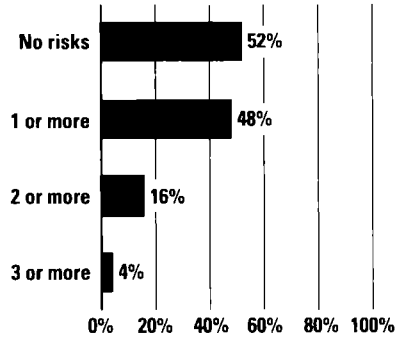
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

OREGON

Measuring State Progress Toward the Goals and Objectives

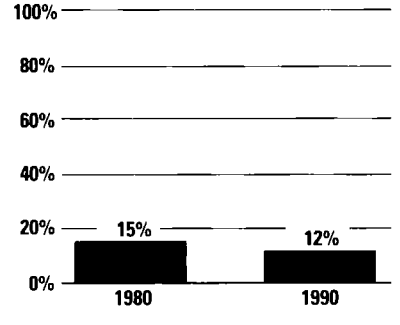
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	948	950
b) between 3.3 and 5.5 pounds	45	42
c) below 3.3 pounds	8	8
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	739	757
b) second trimester of pregnancy	198	189
c) third trimester of pregnancy or never	64	54
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	52%
b) 1 or more risks	—	48%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	23	25
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	83%	—
b) 23- to 24-year-olds	84%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	12%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

OREGON

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	53	57
Number receiving grades of 3 or higher	35	37
– Foreign languages	3	3
Number receiving grades of 3 or higher	2	2
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1991):[10] □		
– Algebra I	80%	—
– Algebra II	46%	—
– Calculus	10%	—
– Biology	84%	—
– Chemistry	41%	—
– Physics	21%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
ↂ Interpret with caution. See technical note on page 237.

OREGON

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	—
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	—
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	—	—
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	—
– Grade 8	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	96%
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	86%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	—
– Grade 8	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

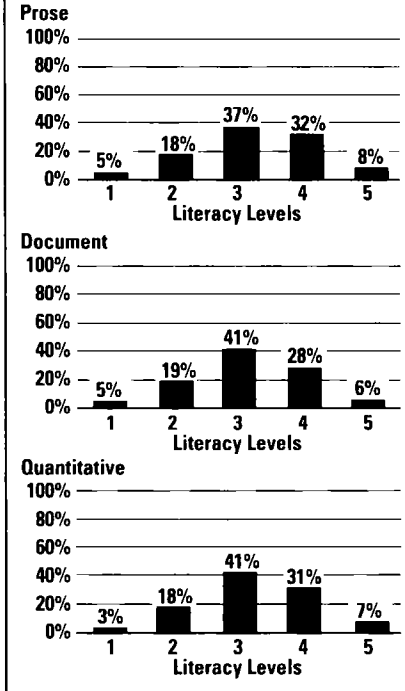
Measuring State Progress Toward the Goals and Objectives

OREGON

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16-65 who scored at the following literacy levels (1990):[17]			
Prose:	Level 5 (highest)	—	8%
	Level 4	—	32%
	Level 3	—	37%
	Level 2	—	18%
	Level 1 (lowest)	—	5%
Document:	Level 5 (highest)	—	6%
	Level 4	—	28%
	Level 3	—	41%
	Level 2	—	19%
	Level 1 (lowest)	—	5%
Quantitative:	Level 5 (highest)	—	7%
	Level 4	—	31%
	Level 3	—	41%
	Level 2	—	18%
	Level 1 (lowest)	—	3%
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		73%	78%
b) voting		65%	72%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

Goal 5: Adult Literacy

Percentage of adults aged 16-65 scoring at five literacy levels[1] (1990)



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

Source: Oregon Progress Board, 1990

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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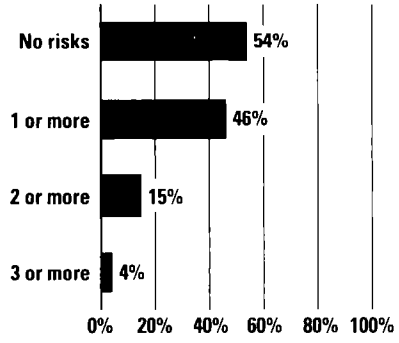
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

PENNSYLVANIA

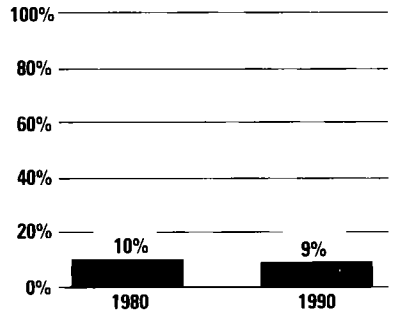
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	931	929
b) between 3.3 and 5.5 pounds	56	57
c) below 3.3 pounds	13	14
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	789	797
b) second trimester of pregnancy	153	150
c) third trimester of pregnancy or never	57	54
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	54%
b) 1 or more risks	—	46%
c) 2 or more risks	—	15%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	37	35
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	89%	—
b) 23- to 24-year-olds	88%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	9%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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⊙ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

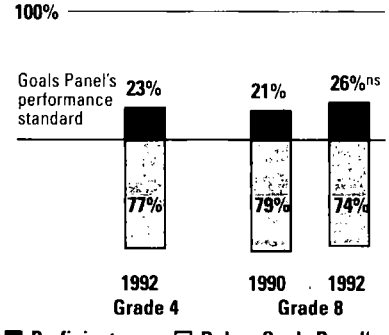
PENNSYLVANIA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	23%
– Grade 8	21%	26% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	28%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	60	72
Number receiving grades of 3 or higher	38	47
– Foreign languages	4	5
Number receiving grades of 3 or higher	2	3
– Fine arts	1	1
Number receiving grades of 3 or higher	<1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	88%	88%
– Algebra II	57%	60%
– Calculus	16%	19%
– Biology	95+%	92%
– Chemistry	56%	59%
– Physics	29%	31%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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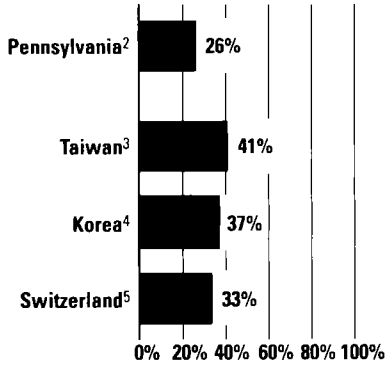
◈ Interpret with caution. See technical note on page 237.

PENNSYLVANIA

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

Taiwan = 41%	Korea = 37%	Switzerland = 33%	—	26%

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

a) whose teachers report 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	—	6%	
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%	

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]

– Grade 4	—	71%	
– Grade 8	74%	64%	ns

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●

– Biology	—	91%
– Chemistry	—	91%
– Physics	—	89%
– Earth Science	—	92%

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — 87%

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]

– Grade 4	—	78%
– Grade 8	61%	61%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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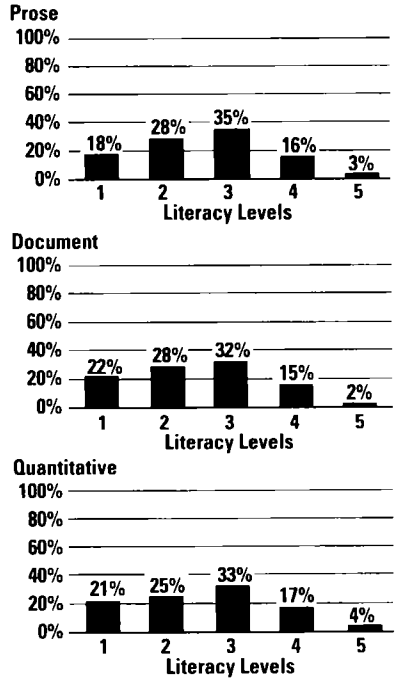
Measuring State Progress Toward the Goals and Objectives

PENNSYLVANIA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	3%
	Level 4	—	16%
	Level 3	—	35%
	Level 2	—	28%
	Level 1 (lowest)	—	18%
Document:	Level 5 (highest)	—	2%
	Level 4	—	15%
	Level 3	—	32%
	Level 2	—	28%
	Level 1 (lowest)	—	22%
Quantitative:	Level 5 (highest)	—	4%
	Level 4	—	17%
	Level 3	—	33%
	Level 2	—	25%
	Level 1 (lowest)	—	21%
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		63%	66%
b) voting		56%	61%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

Goal 5: Adult Literacy
Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



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

Source: Educational Testing Service, 1993

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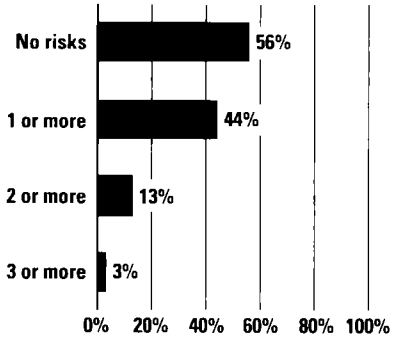
RHODE ISLAND

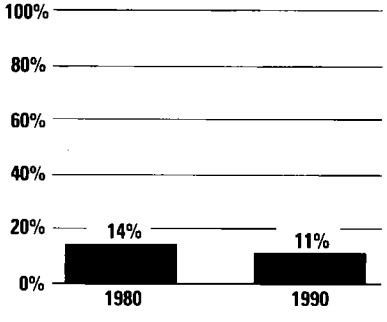
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	940	938
b) between 3.3 and 5.5 pounds	50	51
c) below 3.3 pounds	10	11
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	840	868
b) second trimester of pregnancy	130	113
c) third trimester of pregnancy or never	30	20
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	56%
b) 1 or more risks	—	44%
c) 2 or more risks	—	13%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	42	45
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	85%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

— Data not available.
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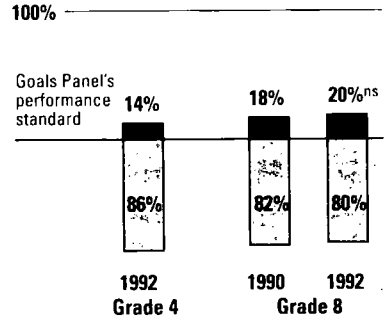
Measuring State Progress Toward the Goals and Objectives

RHODE ISLAND

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	14%
– Grade 8	18%	20% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	24%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	73	74
Number receiving grades of 3 or higher	50	52
– Foreign languages	5	7
Number receiving grades of 3 or higher	4	5
– Fine arts	1	2
Number receiving grades of 3 or higher	1	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

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Source: National Center for Education Statistics, 1993

— Data not available.
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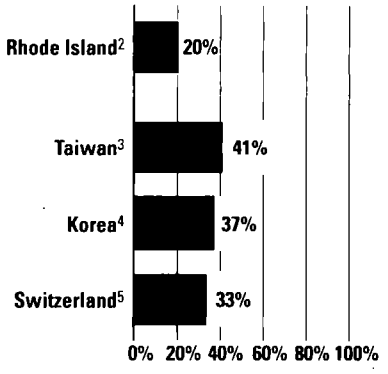
RHODE ISLAND

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

Taiwan = 41%	Korea = 37%	Switzerland = 33%	—	20%

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

a) whose teachers report 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	—	9%	
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%	

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]

– Grade 4	—	64%
– Grade 8	47%	73%

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●

– Biology	—	100%
– Chemistry	—	100%
– Physics	—	100%
– Earth Science	—	100%

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●

	—	100%

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]

– Grade 4	—	72%	
– Grade 8	57%	60%	ns

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Measuring State Progress Toward the Goals and Objectives

RHODE ISLAND

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		73%	78%
b) voting		64%	73%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

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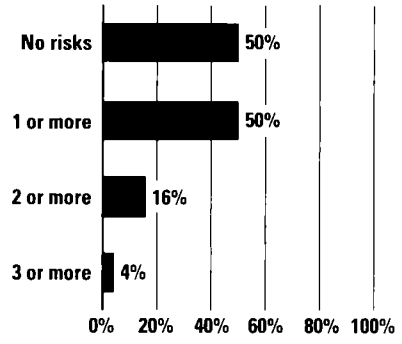
SOUTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

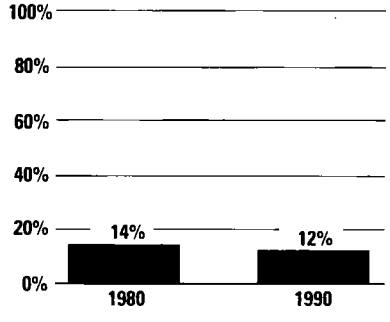
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	910	913
b) between 3.3 and 5.5 pounds	73	70
c) below 3.3 pounds	17	17
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	647	688
b) second trimester of pregnancy	252	233
c) third trimester of pregnancy or never	101	79
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	50%
b) 1 or more risks	—	50%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	52	55
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	84%	—
b) 23- to 24-year-olds	83%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	12%	—

— Data not available.
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Measuring State Progress Toward the Goals and Objectives

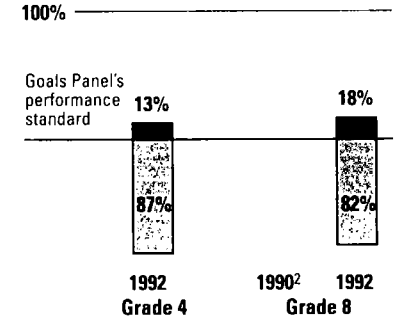
SOUTH CAROLINA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	13%
– Grade 8	—	18%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	19%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	115	135
Number receiving grades of 3 or higher	62	71
– Foreign languages	3	3
Number receiving grades of 3 or higher	1	1
– Fine arts	4	5
Number receiving grades of 3 or higher	3	4
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	69%	76%
– Algebra II	55%	54%
– Calculus	7%	9%
– Biology	95+%	95+%
– Chemistry	51%	56%
– Physics	16%	17%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

[2] Data not available.

Source: National Center for Education Statistics, 1993

— Data not available.
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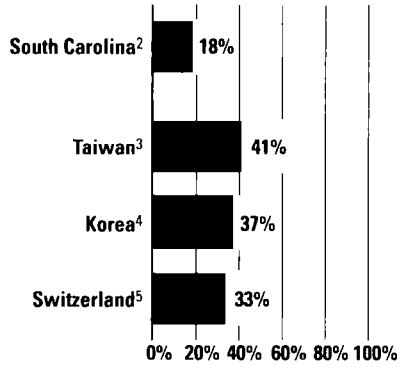
SOUTH CAROLINA

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

a) whose teachers report 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%
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%

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]

– Grade 4	—	89%
– Grade 8	—	83%

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●

– Biology	—	92%
– Chemistry	—	94%
– Physics	—	92%
– Earth Science	—	50%

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — 92%

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]

– Grade 4	—	76%
– Grade 8	—	67%

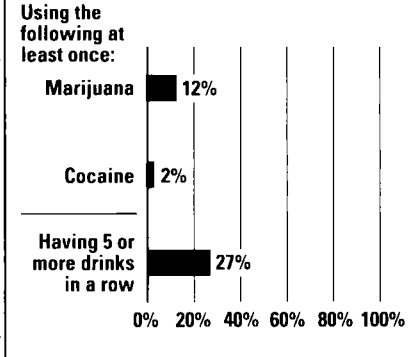
— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

SOUTH CAROLINA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		61%	68%
b) voting		50%	59%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1991):[19] o			
a) Using the following at least once during the past 30 days:			
– marijuana		12%	—
– cocaine		2%	—
b) Having five or more drinks in a row during the past 30 days		27%	—

Goal 6: Student Drug Use
Percentage of all high school students who reported doing the following during the past 30 days (1991)



Source: Centers for Disease Control, 1992

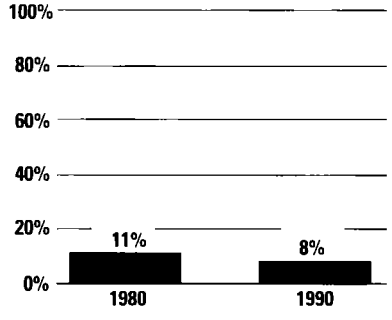
— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
∇ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
⊙ Interpret with caution. See technical note on page 237.

SOUTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	953	949
b) between 3.3 and 5.5 pounds	38	42
c) below 3.3 pounds	9	9
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	766	787
b) second trimester of pregnancy	176	164
c) third trimester of pregnancy or never	58	49
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	62	67
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	91%	—
b) 23- to 24-year-olds	91%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	8%	—

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
⌣ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
◌ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

SOUTH DAKOTA

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	17	22
Number receiving grades of 3 or higher	8	12
– Foreign languages	<1	<1
Number receiving grades of 3 or higher	<1	<1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] ◻		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◻ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

SOUTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

  a) whose teachers report 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 — —

  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 — —

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]
  - Grade 4 — —
  - Grade 8 — —

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●
  - Biology — 99%
  - Chemistry — 98%
  - Physics — 93%
  - Earth Science — 100%

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — 99%

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]
  - Grade 4 — —
  - Grade 8 — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

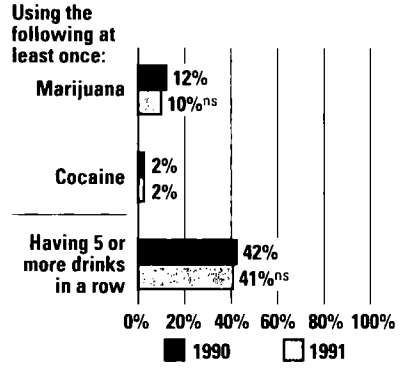
Measuring State Progress Toward the Goals and Objectives

SOUTH DAKOTA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		80%	80%
b) voting		72%	70% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		12%	10% ns
– cocaine		2%	2%
b) Having five or more drinks in a row during the past 30 days		42%	41% ns

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1990, 1991)



ns Interpret with caution. Change was not statistically significant.

Source: Centers for Disease Control, 1991 and 1992

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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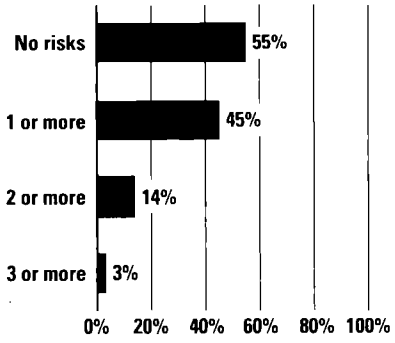
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

TENNESSEE

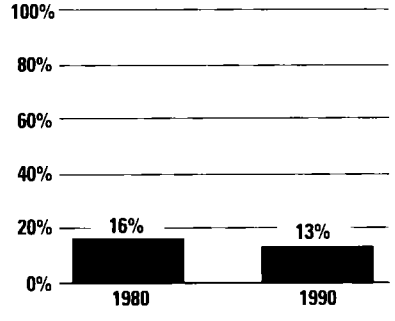
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	921	918
b) between 3.3 and 5.5 pounds	65	67
c) below 3.3 pounds	14	15
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	755	776
b) second trimester of pregnancy	193	176
c) third trimester of pregnancy or never	52	47
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	55%
b) 1 or more risks	—	45%
c) 2 or more risks	—	14%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	37	43
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	81%	—
b) 23- to 24-year-olds	81%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	13%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

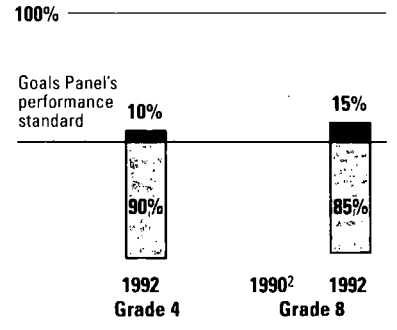
TENNESSEE

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	10%
– Grade 8	—	15%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	20%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	60	68
Number receiving grades of 3 or higher	37	44
– Foreign languages	2	2
Number receiving grades of 3 or higher	1	1
– Fine arts	2	2
Number receiving grades of 3 or higher	2	2
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	79%	81%
– Algebra II	54%	57%
– Calculus	4%	5%
– Biology	88%	95+%
– Chemistry	42%	46%
– Physics	11%	13%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

[2] Data not available.

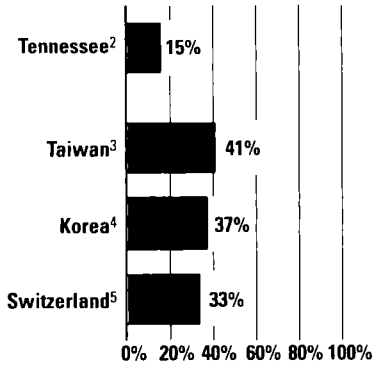
Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

TENNESSEE

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

Taiwan = 41%	Korea = 37%	Switzerland = 33%	—	15%

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

a) whose teachers report 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%
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%

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]

– Grade 4	—	76%
– Grade 8	—	69%

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●

– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●

	—	—

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]

– Grade 4	—	72%
– Grade 8	—	63%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

TENNESSEE

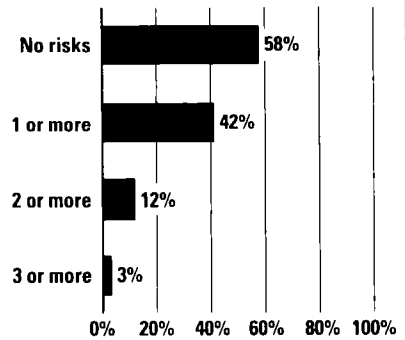
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		66%	65% ns
b) voting		52%	56% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

TEXAS

Measuring State Progress Toward the Goals and Objectives

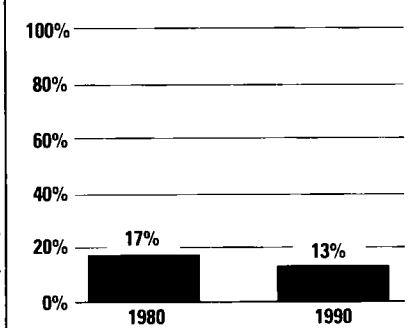
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	932	931
b) between 3.3 and 5.5 pounds	57	58
c) below 3.3 pounds	11	12
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	669	683
b) second trimester of pregnancy	216	216
c) third trimester of pregnancy or never	115	100
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	58%
b) 1 or more risks	—	42%
c) 2 or more risks	—	12%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	29	31
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	80%	—
b) 23- to 24-year-olds	79%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	13%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
⊠ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
◌ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

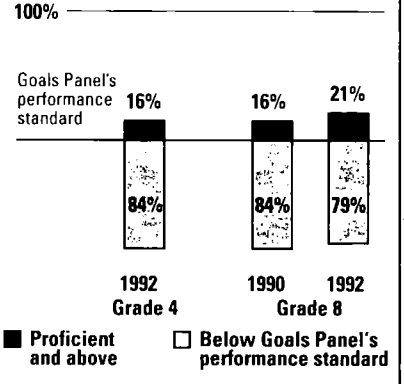
TEXAS

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	16%
– Grade 8	16%	21%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	20%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	41	53
Number receiving grades of 3 or higher	27	36
– Foreign languages	3	5
Number receiving grades of 3 or higher	3	4
– Fine arts	<1	1
Number receiving grades of 3 or higher	<1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	82%	87%
– Algebra II	54%	67%
– Calculus	5%	7%
– Biology	95+%	95+%
– Chemistry	40%	46%
– Physics	12%	15%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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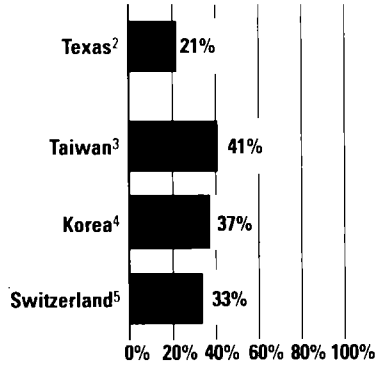
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

TEXAS

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	21%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	8%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	79%
– Grade 8	77%	86% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	76%
– Grade 8	61%	58% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

TEXAS

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		71%	71%
b) voting		58%	61%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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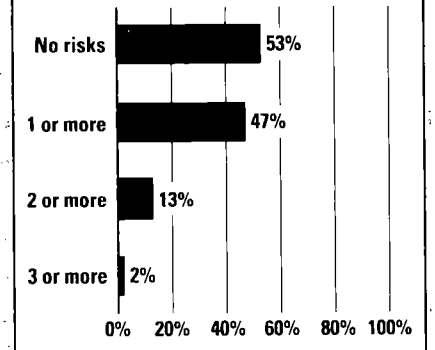
○ Interpret with caution. See technical note on page 237.

UTAH

Measuring State Progress Toward the Goals and Objectives

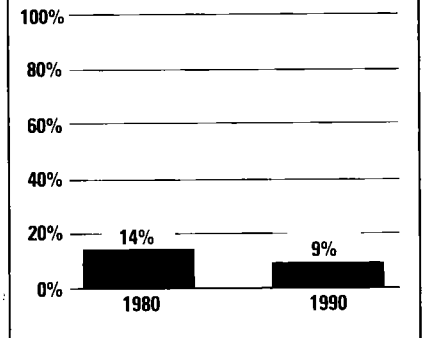
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	943	943
b) between 3.3 and 5.5 pounds	50	49
c) below 3.3 pounds	7	8
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	826	842
b) second trimester of pregnancy	146	128
c) third trimester of pregnancy or never	28	30
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	53%
b) 1 or more risks	—	47%
c) 2 or more risks	—	13%
d) 3 or more risks	—	2%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	33	36
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	87%	—
b) 23- to 24-year-olds	90%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	9%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

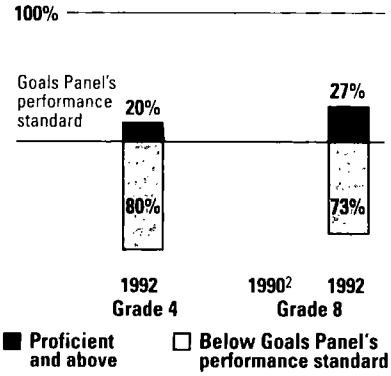
UTAH

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	20%
– Grade 8	—	27%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	26%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	161	177
Number receiving grades of 3 or higher	114	126
– Foreign languages	5	4
Number receiving grades of 3 or higher	3	3
– Fine arts	10	14
Number receiving grades of 3 or higher	9	12
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	82%	95+%
– Algebra II	63%	66%
– Calculus	13%	15%
– Biology	80%	95+%
– Chemistry	37%	38%
– Physics	20%	16%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

[2] Data not available.

Source: National Center for Education Statistics, 1993

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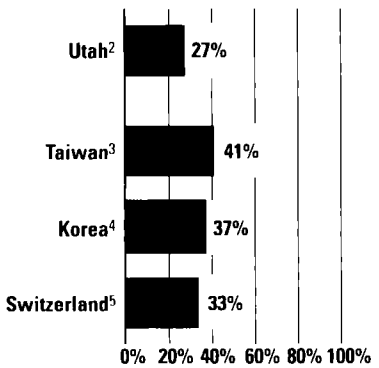
UTAH

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	27%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	74%
– Grade 8	—	64%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	87%
– Chemistry	—	87%
– Physics	—	82%
– Earth Science	—	64%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	88%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	69%
– Grade 8	—	54%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

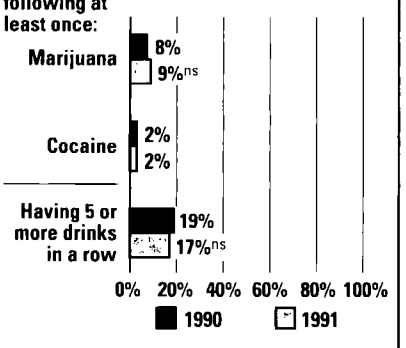
Measuring State Progress Toward the Goals and Objectives

UTAH

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		78%	81% ns
b) voting		72%	74% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
a) Using the following at least once during the past 30 days:			
– marijuana		8%	9% ns
– cocaine		2%	2%
b) Having five or more drinks in a row during the past 30 days		19%	17% ns

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1990, 1991)



ns Interpret with caution. Change was not statistically significant.

Source: Centers for Disease Control, 1990 and 1992

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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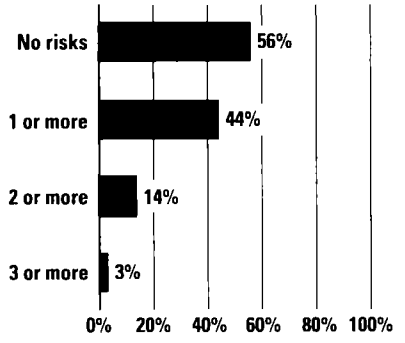
○ Interpret with caution. See technical note on page 237.

VERMONT

Measuring State Progress Toward the Goals and Objectives

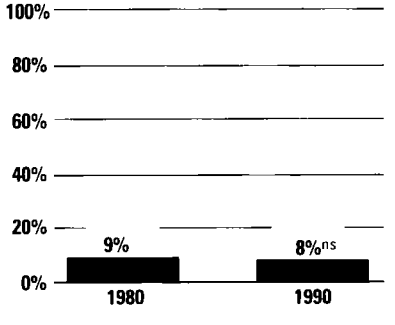
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	950	947
b) between 3.3 and 5.5 pounds	43	46
c) below 3.3 pounds	7	7
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	806	824
b) second trimester of pregnancy	156	143
c) third trimester of pregnancy or never	37	33
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	56%
b) 1 or more risks	—	44%
c) 2 or more risks	—	14%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	43	40
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	88%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	8%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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◇ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

VERMONT

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	70	82
Number receiving grades of 3 or higher	46	56
– Foreign languages	7	6
Number receiving grades of 3 or higher	4	5
– Fine arts	2	2
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1991):[10] □		
– Algebra I	70%	—
– Algebra II	53%	—
– Calculus	11%	—
– Biology	82%	—
– Chemistry	52%	—
– Physics	31%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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○ Interpret with caution. See technical note on page 237.

VERMONT

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

  a) whose teachers report 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 — —

  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 — —

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]
  - Grade 4 — —
  - Grade 8 — —

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●
  - Biology — —
  - Chemistry — —
  - Physics — —
  - Earth Science — —

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — 97%

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]
  - Grade 4 — —
  - Grade 8 — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

VERMONT

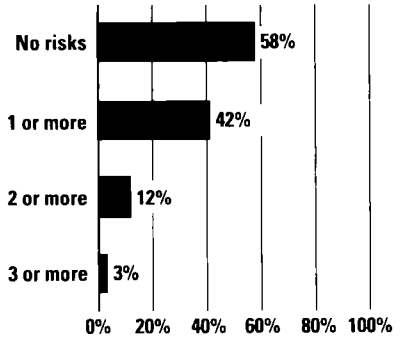
		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		79%	79%
b) voting		65%	71%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

VIRGINIA

Measuring State Progress Toward the Goals and Objectives

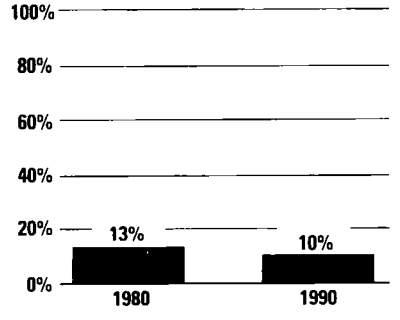
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	930	928
b) between 3.3 and 5.5 pounds	57	58
c) below 3.3 pounds	13	14
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	807	800
b) second trimester of pregnancy	151	154
c) third trimester of pregnancy or never	42	46
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	58%
b) 1 or more risks	—	42%
c) 2 or more risks	—	12%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	38	40
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	86%	—
b) 23- to 24-year-olds	86%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6]	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
V Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
◌ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

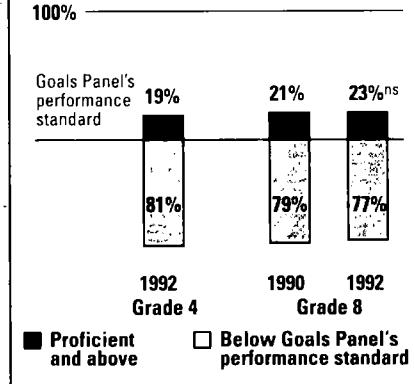
VIRGINIA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	19%
– Grade 8	21%	23% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	28%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	113	129
Number receiving grades of 3 or higher	74	83
– Foreign languages	12	13
Number receiving grades of 3 or higher	8	9
– Fine arts	3	4
Number receiving grades of 3 or higher	2	3
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	81%	90%
– Algebra II	55%	58%
– Calculus	11%	14%
– Biology	95+%	95+%
– Chemistry	57%	59%
– Physics	23%	25%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

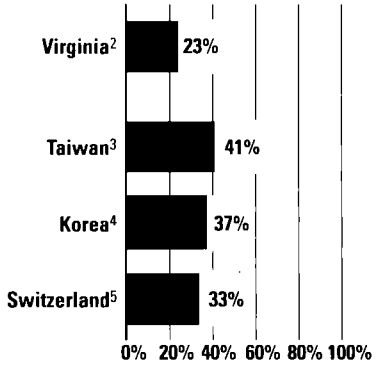
Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

VIRGINIA

Measuring State Progress Toward the Goals and Objectives

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 2 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	23%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	3%
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
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	78%
– Grade 8	74%	77% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	74%
– Grade 8	59%	61% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

VIRGINIA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		69%	68% ns
b) voting		60%	64% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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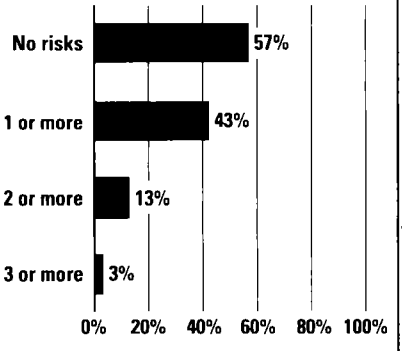
◻ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

WASHINGTON

Measuring State Progress Toward the Goals and Objectives

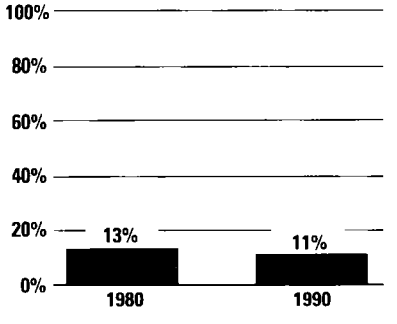
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	947	947
b) between 3.3 and 5.5 pounds	44	45
c) below 3.3 pounds	9	8
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	771	773
b) second trimester of pregnancy	179	179
c) third trimester of pregnancy or never	50	48
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	57%
b) 1 or more risks	—	43%
c) 2 or more risks	—	13%
d) 3 or more risks	—	3%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	43	46
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	87%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

WASHINGTON

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	49	52
Number receiving grades of 3 or higher	32	35
– Foreign languages	3	3
Number receiving grades of 3 or higher	2	2
– Fine arts	0	0
Number receiving grades of 3 or higher	0	0
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

WASHINGTON

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

  a) whose teachers report 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 — —

  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 — —

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]
  - Grade 4 — —
  - Grade 8 — —

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●
  - Biology — —
  - Chemistry — —
  - Physics — —
  - Earth Science — —

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — —

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]
  - Grade 4 — —
  - Grade 8 — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

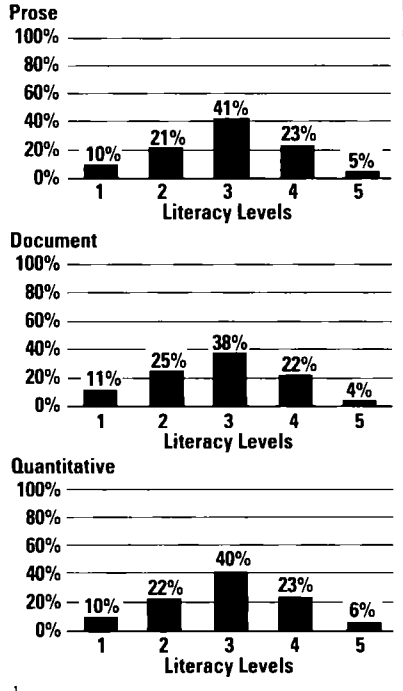
Measuring State Progress Toward the Goals and Objectives

WASHINGTON

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	5%
	Level 4	—	23%
	Level 3	—	41%
	Level 2	—	21%
	Level 1 (lowest)	—	10%
Document:	Level 5 (highest)	—	4%
	Level 4	—	22%
	Level 3	—	38%
	Level 2	—	25%
	Level 1 (lowest)	—	11%
Quantitative:	Level 5 (highest)	—	6%
	Level 4	—	23%
	Level 3	—	40%
	Level 2	—	22%
	Level 1 (lowest)	—	10%
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		71%	75% ns
b) voting		64%	69%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

Goal 5: Adult Literacy

Percentage of adults aged 16 and older scoring at five literacy levels[1] (1992)



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

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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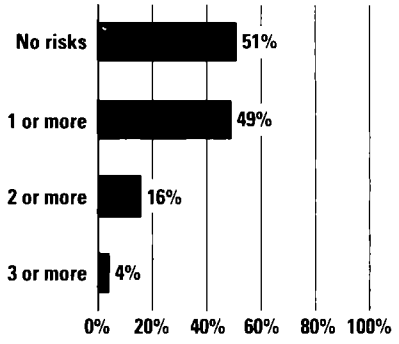
○ Interpret with caution. See technical note on page 237.

WEST VIRGINIA

Measuring State Progress Toward the Goals and Objectives

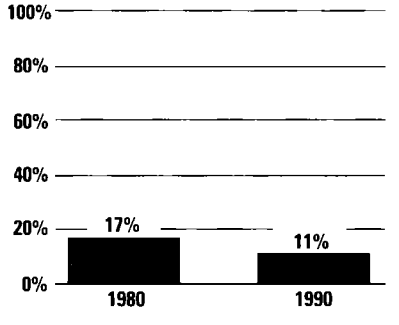
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	936	929
b) between 3.3 and 5.5 pounds	53	58
c) below 3.3 pounds	11	13
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	712	734
b) second trimester of pregnancy	229	209
c) third trimester of pregnancy or never	59	57
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	51%
b) 1 or more risks	—	49%
c) 2 or more risks	—	16%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	43	55
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	85%	—
b) 23- to 24-year-olds	21%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

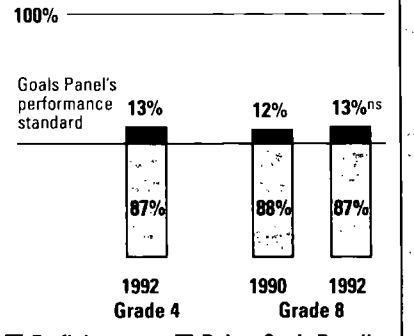
WEST VIRGINIA

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	13%
– Grade 8	12%	13% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	22%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	42	52
Number receiving grades of 3 or higher	19	25
– Foreign languages	1	1
Number receiving grades of 3 or higher	<1	<1
– Fine arts	1	1
Number receiving grades of 3 or higher	1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] ◘		
– Algebra I	73%	79%
– Algebra II	42%	49%
– Calculus	2%	7%
– Biology	95+%	95+%
– Chemistry	40%	48%
– Physics	11%	13%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

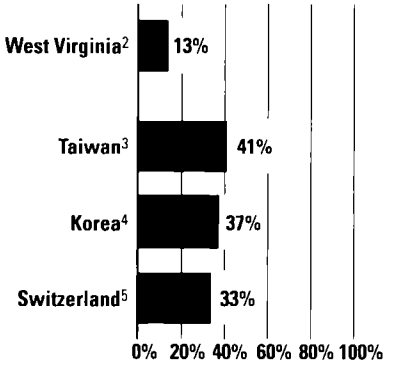
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◘ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

WEST VIRGINIA

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	13%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	3%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	85%
– Grade 8	72%	63% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	94%
– Chemistry	—	90%
– Physics	—	88%
– Earth Science	—	97%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	95%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	77%
– Grade 8	60%	63% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant
▲ Interpret with caution. See technical note on page 234.
√ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

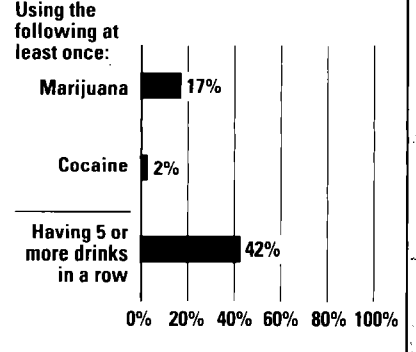
Measuring State Progress Toward the Goals and Objectives

WEST VIRGINIA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		65%	65%
b) voting		53%	58% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990):[19] ○			
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		42%	—

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1990)



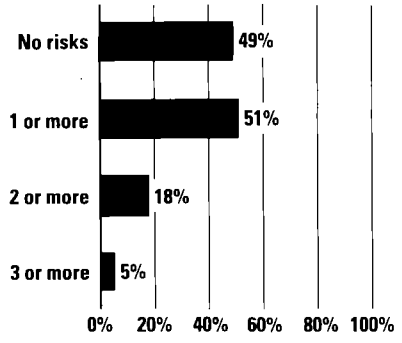
Source: Centers for Disease Control, 1991

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

WISCONSIN

Measuring State Progress Toward the Goals and Objectives

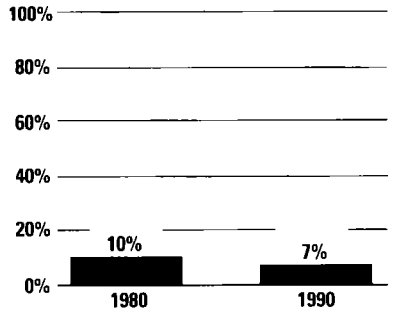
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	946	941
b) between 3.3 and 5.5 pounds	45	48
c) below 3.3 pounds	10	11
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	831	817
b) second trimester of pregnancy	136	144
c) third trimester of pregnancy or never	33	38
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	49%
b) 1 or more risks	—	51%
c) 2 or more risks	—	18%
d) 3 or more risks	—	5%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	49	52
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	90%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	7%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

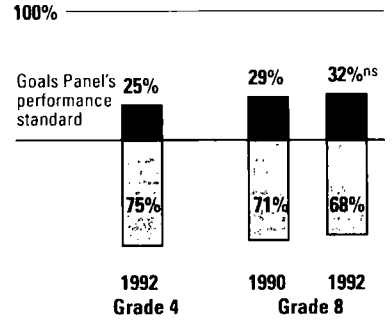
WISCONSIN

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	25%
– Grade 8	29%	32% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	29%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	32	52
Number receiving grades of 3 or higher	22	33
– Foreign languages	2	3
Number receiving grades of 3 or higher	1	2
– Fine arts	<1	1
Number receiving grades of 3 or higher	<1	1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1988, 1991):[10] □		
– Algebra I	79%	95+%
– Algebra II	36%	58%
– Calculus	9%	21%
– Biology	95+%	95+%
– Chemistry	51%	59%
– Physics	25%	27%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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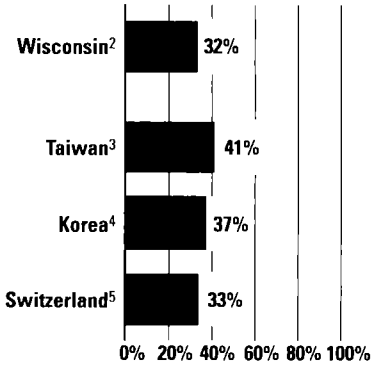
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

WISCONSIN

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 3 percentage points.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	32%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report that they do these activities in mathematics class:		
– work in small groups at least once a week	43%	53% ns
– work with measuring instruments or geometric solids at least once a week	—	10%
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	48%
– developing reasoning ability to solve unique problems	38%	52%
– communicating mathematics ideas	24%	41%
c) who have computers available in their mathematics classroom	21%	16% ns
d) who use calculators in mathematics class at least once a week	65%	83%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	67%
– Grade 8	45%	59% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	75%
– Grade 8	64%	60% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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Measuring State Progress Toward the Goals and Objectives

WISCONSIN

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		86%	85% ns
b) voting		71%	76%
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] o			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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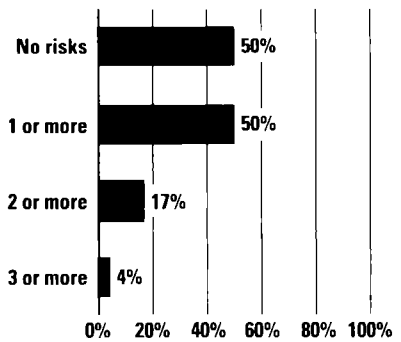
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
o Interpret with caution. See technical note on page 237.

WYOMING

Measuring State Progress Toward the Goals and Objectives

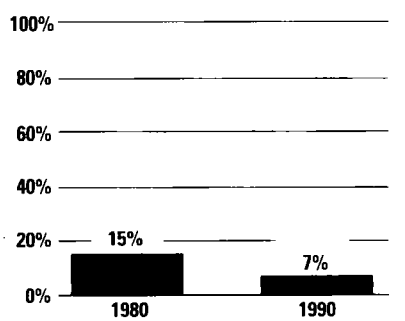
Goal 1: Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1990)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), three or more older siblings, mother smoked during pregnancy, mother drank alcohol during pregnancy, or closely spaced birth (within 18 months of previous birth).

Source: National Center for Health Statistics and Westat, Inc., 1993

Goal 2: High School Dropouts
Percentage of all 16- to 19-year-olds[1] without a high school credential[2] (1980, 1990)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

Source: Bureau of the Census, 1980 and 1990

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	930	926
b) between 3.3 and 5.5 pounds	63	64
c) below 3.3 pounds	7	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	784	806
b) second trimester of pregnancy	169	156
c) third trimester of pregnancy or never	46	38
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	50%
b) 1 or more risks	—	50%
c) 2 or more risks	—	17%
d) 3 or more risks	—	4%
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	54	64
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	90%	—
b) 23- to 24-year-olds	90%	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	7%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

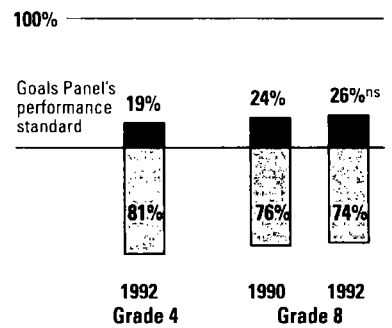
WYOMING

Goal 3: Student Achievement and Citizenship

	Baseline	1993 Goals Report
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	19%
– Grade 8	24%	26% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	28%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	30	37
Number receiving grades of 3 or higher	19	23
– Foreign languages	<1	1
Number receiving grades of 3 or higher	<1	1
– Fine arts	<1	<1
Number receiving grades of 3 or higher	<1	<1
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	73%	95+%
– Algebra II	29%	59%
– Calculus	8%	16%
– Biology	86%	82%
– Chemistry	36%	36%
– Physics	16%	18%

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993

— Data not available.
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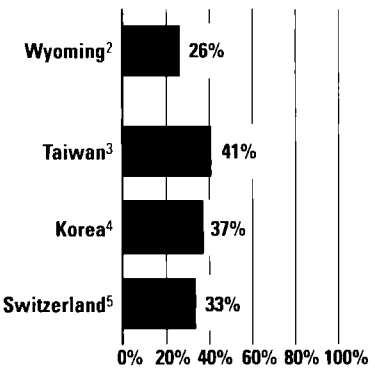
○ Interpret with caution. See technical note on page 237.

WYOMING

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	26%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	8%
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%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	69%
– Grade 8	43%	51%
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	96%
– Chemistry	—	94%
– Physics	—	93%
– Earth Science	—	97%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	92%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	74%
– Grade 8	55%	58% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
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● Interpret with caution. See technical note on page 236.
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Measuring State Progress Toward the Goals and Objectives

WYOMING

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		68%	69% ns
b) voting		62%	65% ns
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

AMERICAN SAMOA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	—	—
b) between 3.3 and 5.5 pounds	—	—
c) below 3.3 pounds	—	—
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	—	—
b) second trimester of pregnancy	—	—
c) third trimester of pregnancy or never	—	—
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	—	—
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◡ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
◠ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

AMERICAN SAMOA

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	—	—
Number receiving grades of 3 or higher	—	—
– Foreign languages	—	—
Number receiving grades of 3 or higher	—	—
– Fine arts	—	—
Number receiving grades of 3 or higher	—	—
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] ◻		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
◻ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

AMERICAN SAMOA

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

  a) whose teachers report 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 — —

  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 — —

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]
  - Grade 4 — —
  - Grade 8 — —

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●
  - Biology — —
  - Chemistry — —
  - Physics — —
  - Earth Science — —

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — —

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]
  - Grade 4 — —
  - Grade 8 — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

AMERICAN SAMOA

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		—	—
b) voting		—	—
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

GUAM

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	926	928
b) between 3.3 and 5.5 pounds	65	62
c) below 3.3 pounds	9	10
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	541	669
b) second trimester of pregnancy	292	238
c) third trimester of pregnancy or never	166	93
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	—	—
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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▫ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

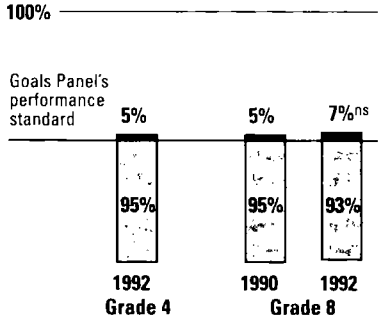
Measuring State Progress Toward the Goals and Objectives

GUAM

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	5%
– Grade 8	5%	7% ns
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	6%
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	—	—
Number receiving grades of 3 or higher	—	—
– Foreign languages	—	—
Number receiving grades of 3 or higher	—	—
– Fine arts	—	—
Number receiving grades of 3 or higher	—	—
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

ns Interpret with caution. Change was not statistically significant.

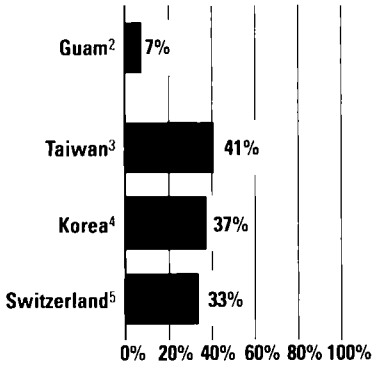
Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

GUAM

Goal 4: International Comparisons in Mathematics

Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



[1] Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
[2] Plus or minus 1 percentage point.
[3] Plus or minus 2 percentage points.
[4] Plus or minus 2 percentage points.
[5] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	7%
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	1%
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%	0%
d) who use calculators in mathematics class at least once a week	22%	26%
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	94%
– Grade 8	100%	66% ns
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	—
– Chemistry	—	—
– Physics	—	—
– Earth Science	—	—
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	—
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	66%
– Grade 8	59%	61% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

GUAM

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		—	—
b) voting		—	—
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
◎ Interpret with caution. See technical note on page 237.

NORTHERN MARIANAS

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 1: Readiness for School

Direct Measures of the Goal: School Readiness

No direct measure of children's early development and learning during the kindergarten year is available yet.

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

- Number of births (per 1,000; 1988, 1990):[1]
  - a) at or above 5.5 pounds — —
  - b) between 3.3 and 5.5 pounds — —
  - c) below 3.3 pounds — —

- Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]
  - a) first trimester of pregnancy — —
  - b) second trimester of pregnancy — —
  - c) third trimester of pregnancy or never — —

- Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲
  - late (in third trimester) or no prenatal care
  - low maternal weight gain (less than 21 pounds)
  - three or more older siblings
  - mother smoked during pregnancy
  - mother drank alcohol during pregnancy
  - closely spaced birth (within 18 months of previous birth)

  a) no risks — —
  b) 1 or more risks — —
  c) 2 or more risks — —
  d) 3 or more risks — —

Direct Measures of the Objectives: Preschool Programs

- Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4] — —

Goal 2: High School Completion

Direct Measures of the Goal: High School Completion

- Percentage of all adults with a high school credential (1990):[5]
  - a) 19- to 20-year-olds — —
  - b) 23- to 24-year-olds — —

Direct Measures of the Objectives: School Dropouts

- Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽ — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
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□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

NORTHERN MARIANAS

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	—	—
Number receiving grades of 3 or higher	—	—
– Foreign languages	—	—
Number receiving grades of 3 or higher	—	—
– Fine arts	—	—
Number receiving grades of 3 or higher	—	—
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
⊡ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

NORTHERN MARIANAS

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

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

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

  a) whose teachers report 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 — —

  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 — —

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]
  - Grade 4 — —
  - Grade 8 — —

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●
  - Biology — —
  - Chemistry — —
  - Physics — —
  - Earth Science — —

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — —

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]
  - Grade 4 — —
  - Grade 8 — —

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

NORTHERN MARIANAS

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		—	—
b) voting		—	—
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

PUERTO RICO

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	912	909
b) between 3.3 and 5.5 pounds	78	80
c) below 3.3 pounds	10	12
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	712	711
b) second trimester of pregnancy	239	241
c) third trimester of pregnancy or never	49	48
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	—	—
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

PUERTO RICO

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	—	—
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	—	—
Number receiving grades of 3 or higher	—	—
– Foreign languages	—	—
Number receiving grades of 3 or higher	—	—
– Fine arts	—	—
Number receiving grades of 3 or higher	—	—
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1991):[10] □		
– Algebra I	95+%	—
– Algebra II	—	—
– Calculus	—	—
– Biology	83%	—
– Chemistry	62%	—
– Physics	34%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

PUERTO RICO

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 4: Science and Mathematics		
Direct Measures 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):[11]		
Taiwan = 41% Korea = 37% Switzerland = 33%	—	—
Direct Measures of the Objectives: Strengthening Science and Mathematics Education		
• Percentage of public school 8th graders (1990, 1992):[12]		
a) whose teachers report 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	—	—
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	—	—
• Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]		
– Grade 4	—	—
– Grade 8	—	—
Direct Measures of the Objectives: Teacher Certification		
• Percentage of public high school science teachers who are certified to teach science (1991):[14] ●		
– Biology	—	99%
– Chemistry	—	99%
– Physics	—	94%
– Earth Science	—	95%
• Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ●	—	90%
Additional Important Information: Student Attitudes Toward Mathematics		
• Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]		
– Grade 4	—	—
– Grade 8	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

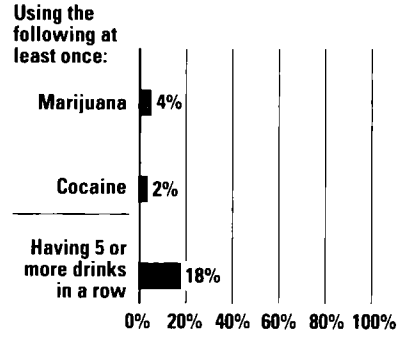
Measuring State Progress Toward the Goals and Objectives

PUERTO RICO

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		—	—
b) voting		—	—
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1991):[19] ○			
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%	—

Goal 6: Student Drug Use

Percentage of all high school students who reported doing the following during the past 30 days (1991)



Source: Centers for Disease Control, 1992

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

VIRGIN ISLANDS

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report
Goal 1: Readiness for School		
Direct Measures of the Goal: School Readiness		
No direct measure of children's early development and learning during the kindergarten year is available yet.		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of births (per 1,000; 1988, 1990):[1]		
a) at or above 5.5 pounds	917	907
b) between 3.3 and 5.5 pounds	65	71
c) below 3.3 pounds	18	21
• Number of mothers (per 1,000; 1988, 1990) receiving first prenatal care during:[2]		
a) first trimester of pregnancy	465	469
b) second trimester of pregnancy	383	362
c) third trimester of pregnancy or never	152	169
• Percentage of infants born in the state with one or more of the following health risks (1990):[3] ▲		
– late (in third trimester) or no prenatal care		
– low maternal weight gain (less than 21 pounds)		
– three or more older siblings		
– mother smoked during pregnancy		
– mother drank alcohol during pregnancy		
– closely spaced birth (within 18 months of previous birth)		
a) no risks	—	—
b) 1 or more risks	—	—
c) 2 or more risks	—	—
d) 3 or more risks	—	—
Direct Measures of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1992)[4]	—	—
Goal 2: High School Completion		
Direct Measures of the Goal: High School Completion		
• Percentage of all adults with a high school credential (1990):[5]		
a) 19- to 20-year-olds	—	—
b) 23- to 24-year-olds	—	—
Direct Measures of the Objectives: School Dropouts		
• Percentage of all 16- to 19-year-olds without a high school credential (1990)[6] ▽	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
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■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
◎ Interpret with caution. See technical note on page 237.

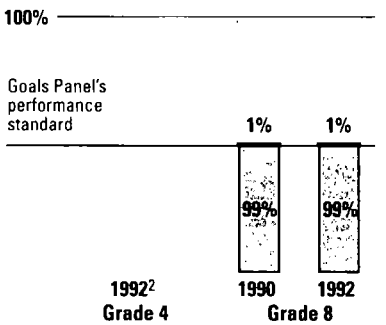
Measuring State Progress Toward the Goals and Objectives

VIRGIN ISLANDS

	Baseline	1993 Goals Report
Goal 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of all public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard (1990, 1992):[7] ■		
– Grade 4	—	—
– Grade 8	1%	1%
• Percentage of all public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard (1992):[8] ■		
– Grade 4	—	—
Direct Measures of the Goal: Advanced Placement Participation and Performance		
• Number of Advanced Placement examinations taken in the following subject areas (per 1,000 11th and 12th graders; 1991, 1993):[9]		
– English, mathematics, science, and history	—	—
Number receiving grades of 3 or higher	—	—
– Foreign languages	—	—
Number receiving grades of 3 or higher	—	—
– Fine arts	—	—
Number receiving grades of 3 or higher	—	—
Additional Important Information: Participation in Challenging Courses		
• Estimated percentage of public high school students taking the following courses (1989, 1991):[10] □		
– Algebra I	—	—
– Algebra II	—	—
– Calculus	—	—
– Biology	—	—
– Chemistry	—	—
– Physics	—	—

Goal 3: Mathematics Achievement

Percentage of all public school students who met the Goals Panel's performance standard[1] in mathematics (1990, 1992)



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in recent NAEP publications. A more complete description of the performance standard can be found in Appendix B.

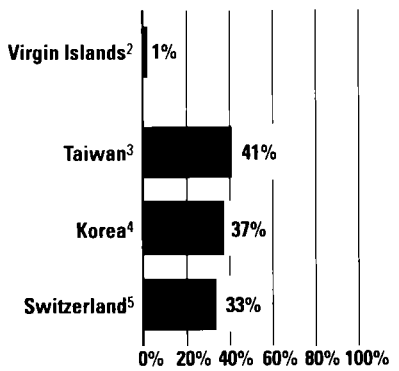
[2] Data not available.

Source: National Center for Education Statistics, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

VIRGIN ISLANDS

Goal 4: International Comparisons in Mathematics
Percentage of students[1] who scored at or above the Proficient achievement level in mathematics (1991 and 1992)



1 Public school 8th grade students in 42 states participated in the National Assessment of Educational Progress (NAEP) in 1992. Public and private school 13-year-olds from Korea, Taiwan, and Switzerland participated in the International Assessment for Educational Progress (IAEP) in 1991.
2 Plus or minus 1 percentage point.
3 Plus or minus 2 percentage points.
4 Plus or minus 2 percentage points.
5 Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	1993 Goals Report

Goal 4: Science and Mathematics

Direct Measures 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):[11]

  Taiwan = 41% Korea = 37% Switzerland = 33% — 1%

Direct Measures of the Objectives: Strengthening Science and Mathematics Education

- Percentage of public school 8th graders (1990, 1992):[12]

  a) whose teachers report 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 — 0%

  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%

- Percentage of public school students enrolled in schools which had identified mathematics as a priority (1990, 1992):[13]
  - Grade 4 — —
  - Grade 8 52% 100% ns

Direct Measures of the Objectives: Teacher Certification

- Percentage of public high school science teachers who are certified to teach science (1991):[14] ●
  - Biology — —
  - Chemistry — —
  - Physics — —
  - Earth Science — —

- Percentage of public high school mathematics teachers who are certified to teach mathematics (1991)[15] ● — —

Additional Important Information: Student Attitudes Toward Mathematics

- Percentage of public school students who reported positive attitudes toward mathematics (1990, 1992):[16]
  - Grade 4 — —
  - Grade 8 64% 69%

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

Measuring State Progress Toward the Goals and Objectives

VIRGIN ISLANDS

		Baseline	1993 Goals Report
Goal 5: Adult Literacy and Lifelong Learning			
Direct Measures of the Goal: Adult Literacy			
• Percentage of adults aged 16 and older who scored at the following literacy levels (1992):[17]			
Prose:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Document:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Quantitative:	Level 5 (highest)	—	—
	Level 4	—	—
	Level 3	—	—
	Level 2	—	—
	Level 1 (lowest)	—	—
Direct Measures of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[18]			
a) registered to vote		—	—
b) voting		—	—
Goal 6: Safe, Disciplined, and Drug-free Schools			
Direct Measures of the Goal: Drug-free Students and Schools			
• Percentage of all high school students who reported (1990, 1991):[19] ○			
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		—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
▲ Interpret with caution. See technical note on page 234.
▽ Definition has changed since 1992 Goals Report.
■ Interpret with caution. See technical note on pp. 234-235.
□ Interpret with caution. See technical note on page 235.
● Interpret with caution. See technical note on page 236.
○ Interpret with caution. See technical note on page 237.

[redacted]

Appendices

2000

1993

APPENDIX A

SOURCES

[1] U.S. Department of Health and Human Services, *Vital Statistics of the United States, 1988, Vol. 1, Natality*, DHHS Pub. No. (PHS) 90-100 (Washington, D.C.: National Center for Health Statistics, 1990), calculations by the National Education Goals Panel.

U.S. Department of Health and Human Services, *Vital Statistics of the United States, 1990, Vol. 1, Natality* (Washington, D.C.: National Center for Health Statistics, in press), calculations by the National Education Goals Panel.

[2] *Ibid.*

[3] Nicholas Zill and Christine Winquist Nord of Westat, Inc. developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 birth certificate data needed to produce the index.

[4] 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 the National Education Goals Panel.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System, unpublished tabulations prepared March 1993, calculations by the National Education Goals Panel.

[5] U.S. Department of Commerce, Bureau of the Census, October 1990 Current Population Survey, unpublished tables, July 1992.

[6] U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population and Housing, Report PC80-1-C1, *General Social and Economic Characteristics, United States Summary* (U.S. Washington, D.C.: Government Printing Office, October 1982).

U.S. Department of Commerce, Bureau of the Census, 1990 Census of Population and Housing, Report 1990 CPH-5-1, *Summary Social, Economic, and Housing Characteristics, United States* (Washington, D.C.: U.S. Government Printing Office, November 1992).

U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population and Housing, Reports PHC80-3-2 to PHC80-3-53, *Summary Characteristics for Governmental Units and Standard Metropolitan Statistical Areas, Alabama . . . Wyoming* (Washington, D.C.: U.S. Government Printing Office, October 1982), calculations by the National Education Goals Panel.

[7] Mary Lyn Bourque and Howard H. Garrison, *The Levels of Mathematics Achievement: Initial Performance Standards for the 1990 NAEP Mathematics Assessment. Vol. 1*, National and State Summaries (Washington, D.C.: National Assessment Governing Board, 1991), 48-313.

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.: National Center for Education Statistics, 1993), 9-10.

[8] 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.: National Center for Education Statistics, 1993).

[9] The College Board, unpublished tabulations of results from the 1991 and 1993 Advanced Placement examinations, calculations by the National Education Goals Panel.

[10] Rolf K. Blank and Melanie Dalkilic, *State Indicators of Science and Mathematics Education, 1990* (Washington, D.C.: Council of Chief State School Officers, 1990), 8-11.

Rolf K. Blank and Doreen Gruebel, *State Indicators of Science and Mathematics Education, 1993* (Washington, D.C.: Council of Chief State School Officers, 1993), 19-23.

[11] 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.

[12] 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.

[13] Ibid, 419-420.

[14] Rolf K. Blank and Doreen Gruebel, *State Indicators of Science and Mathematics Education, 1993* (Washington, D.C.: Council of Chief State School Officers, 1993), 46, calculations by the National Education Goals Panel.

[15] *Ibid.*

[16] 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), 359, and unpublished tabulations prepared by the Educational Testing Service and the National Center for Education Statistics, 1993.

[17] 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.

[18] 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 the National Education Goals Panel.

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 the National Education Goals Panel.

[19] Centers for Disease Control, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1990* (Atlanta, GA: 1991).

Centers for Disease Control, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1991* (Atlanta, GA: 1992).

APPENDIX B

TECHNICAL NOTES

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; 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.

Baseline and 1993 Goals Report

State data may be presented in this Report in one or both of two columns — *Baseline* or *1993 Goals Report*. Data reported for the first time in this Report will be presented in the column labeled *1993 Goals Report*. Data that have been reported in previous Goals Reports (1991 and/or1992) will be presented in the column labeled *Baseline*.

Goal 1

Prenatal Care and Low Birthweight

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

For the low-birthweight and prenatal care indicators, the numbers of cases reported as "not stated" were distributed among the reporting categories. Numbers may not add up to 1,000 due to rounding.

Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used varied from a high of 99.88 to a low of 71.68. Five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all six risks and are not included in this Report.

Children with Disabilities

The Individuals with Disabilities 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 public education (FAPE) for all eligible 3- to 5-year-old children with disabilities. By the end of 1990, only seven states and the Northern Marianas had not yet passed mandates for preschool services. By July 1991, all states had enacted a mandate with the exception of Oregon, which passed a mandate to go into effect in the 1992-93 school year.

Data are based on state information submitted to the U.S. Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under the IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs.

Goal 2

High School Completion

There are two major paths to high school completion. Most students receive a regular high school diploma after completing the requisite secondary school coursework. Other students, regardless of the number of high school courses they have completed, receive an alternative credential such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance. The high school completion rate for this Report was calculated by combining data for students receiving regular high school diplomas with data for students receiving alternative credentials.

High School Completion and Dropout Rates

The 1990 Decennial Census data used in computing state high school completion rates are from special tabulations of the Census sample detail file. That file included data on current high school enrollment and high school graduation status. Those data were used in conjunction with Census single-year-of-age population data. By definition, the high school completion rates for 19- to 20-year-olds and 23- 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). The status dropout rate for 16- to 19-year-olds is computed as a percentage of all 16- to 19-year-olds who are not currently enrolled in high school and have not graduated from high school.

The Census data collection procedures count each person at his or her current location. As a result, 16- to 19-year-olds who graduated from high school and moved to another location for college or work are counted at their new location. This has the potential for artificially lowering the dropout rate in areas with universities, colleges, or employment opportunities, and artificially increasing the dropout rate in areas that graduates leave.

Goal 3

National Assessment Governing Board (NAGB) Achievement Levels

The National Assessment of Educational Progress (NAEP) data shown under Goal 3 should be interpreted with caution. The line signifying the *Goals Panel Performance Standard* classifies student performance according to achievement levels devised by the National Assessment Governing Board (NAGB). These achievement level data have been published previously by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the *Goals Panel Performance Standard* have been classified by NAGB as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

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

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. Data collection was conducted in Florida on a separate schedule, and adult literacy results were not available in time for inclusion in this Report. 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.

Goal 6

Student Drug Use

The information from the Youth Risk Behavior Surveillance Survey includes only states with weighted data. Only four states (Georgia, New Mexico, South Dakota, and Utah) had weighted data for both years. The wording in the survey questions changed between 1990 and 1991, which may have accounted for significant differences detected in New Mexico. Because of these inconsistencies in reporting, the baseline year will vary by state.

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