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ABSTRACT

Kansas has schools that compare well with the rest of the states. Kansas has met the 90% high school completion goal, with one of the highest graduation rates in the country and a low dropout rate. Kansas is also making significant progress in school readiness, with increasing numbers of Kansas women receiving early prenatal care, and fewer infants being born with health risks that can affect their school performance. These outcomes are related to Goals 1 and 2 of the National Education Goals. Kansas is also working toward the professional development of teachers, which is Goal 4. Advances have been made in measures of adult literacy and lifelong learning, and in increasing the number of voters, objectives associated with Goal 6. To date, Kansas has not participated in the National Assessment of Educational Progress, so data related to mathematics and science achievement (Goals 3 and 5) are not yet available. The Kansas state indicators for each of the eight National Education Goals are listed. Data that show progress for each goal are presented in chart form. Technical notes and information on the sources for the state indicators supplement the report. (SLD)

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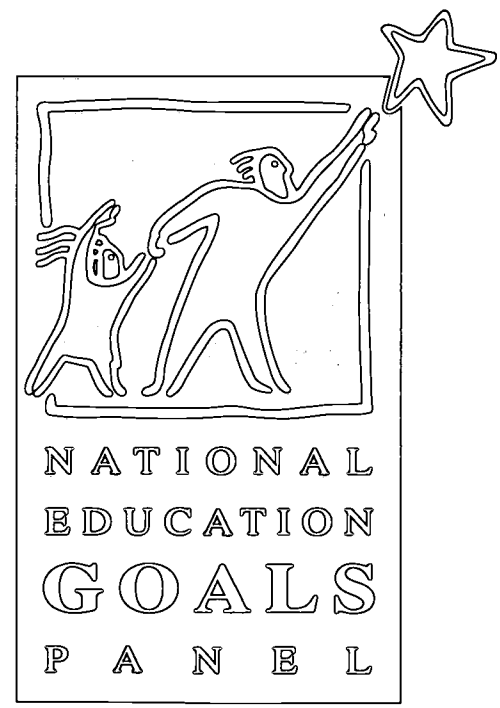
THE NATIONAL EDUCATION GOALS REPORT FOR KANSAS

BUILDING A NATION OF LEARNERS

THE NATIONAL EDUCATION GOALS REPORT FOR KANSAS

Building a Nation of Learners



National Education Goals Panel

The National Education Goals Panel (NEGP) is a unique bipartisan and intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward achieving the National Education Goals. In 1994, the Goals Panel became a fully independent federal agency charged with monitoring and speeding progress toward the eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support systemwide reform, including:

- Reporting on national and state progress toward the Goals over a 10-year period;
- Working to establish a system of high academic standards and assessments;
- Identifying promising practices for improving education; and
- Building a nationwide, bipartisan consensus to achieve the Goals.

Panel members include eight Governors, four members of Congress, four state legislators, and two members appointed by the President.

This state report is a condensed version of *The National Education Goals Report: Building a nation of learners, 1997*, which includes four pages of information for the United States, each state, the District of Columbia, and five U.S. territories. Please provide any comments you may have about this report to us by using the response card in the back of this document.

This report, as well as the full report, are available on-line at http://www.negp.gov

Additional printed copies of the full report are also available at no charge from:

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Foreword

It has been a pleasure serving on the National Education Goals Panel over the last year. The Panel is extremely valuable in focusing our attention on what our children are actually learning, and exploring options for increasing the quality of education in our country.

Importantly, the Panel's work is designed to assist states in measuring progress toward the National Education Goals for the year 2000. It works to advise states and heighten recognition of our progress without imposing national testing, federal mandates, or one-size-fits-all solutions.

The State of Kansas has schools that stack up well with the rest of the nation. Kansas has met the 90% high school completion goal, with one of the highest graduation rates in the country and a low dropout rate (Goal 2). We are also making significant progress in school readiness, with increasing numbers of Kansas women receiving early prenatal care, and fewer infants being born with health risks that can affect their long-term school performance (Goal 1).

In our state, advances have been made in measures of adult literacy and lifelong learning, with an increase in both the percentage of adults who are registered and the percentage who actually vote (Goal 6). An involved and educated citizenry will help assure that we continue to make progress in improving education through involvement in the political process.

Data for Kansas related to math and science achievement are not presented in this report, because the state has not participated in the National Assessment of Educational Progress (NAEP) tests that the Goals Panel uses to measure progress toward Goals 3 and 5. This will change in the future, as children in our state begin to participate in the testing program this year.

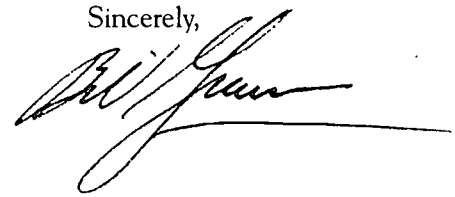
Education has always been one of my highest priorities as Governor, and we have made some concrete advances since I have been in office to increase school performance and accountability. The state, through local school districts, administers state assessment tests in social studies, mathematics, science, and reading. These tests are given several times during a student's career to assess progress toward educational outcomes. The State also recently enacted a "school report card" for each district that is widely reported in the newspapers to give parents an idea of how their child's school district is doing.

Most recently, the state approved a scholarship program to provide half of the cost for teachers to go through National Board for Professional Teaching Standards certification. Forty scholarships were financed the first year, and we hope to increase the number over the next several years. Teacher training and certification continue to be evaluated, with the State Board of Education currently reviewing changes in this area.

Finally, several early childhood education initiatives will begin this year. Pilot programs for at-risk four-year-olds will be implemented in local school districts, and the state is enhancing both Head Start and Early Head Start.

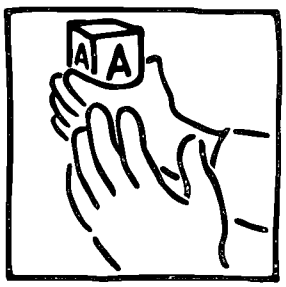
The work of the National Education Goals Panel highlighted for us the need for these program changes. Through the Panel's leadership, I hope to continue to highlight "best practices" and innovative approaches to improve education into the next century.

Sincerely,



Bill Graves
Governor of Kansas

The National Education Goals

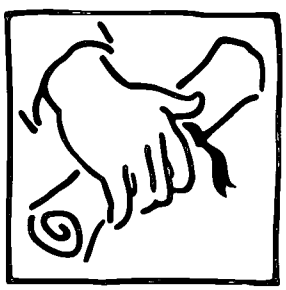


Goal 1: Ready to Learn

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

Objectives:

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



Goal 2: School Completion

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

Objectives:

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

Goal 3: Student Achievement and Citizenship

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

Objectives:

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

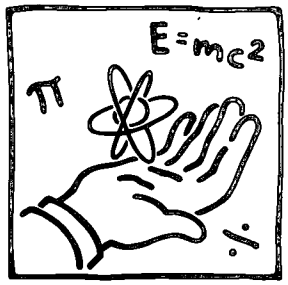
Goal 4: Teacher Education and Professional Development

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

Objectives:

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

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

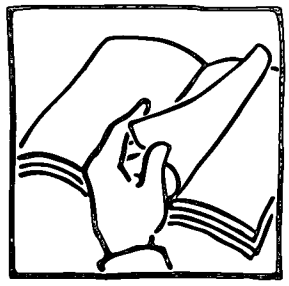


Goal 5: Mathematics and Science

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

Objectives:

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



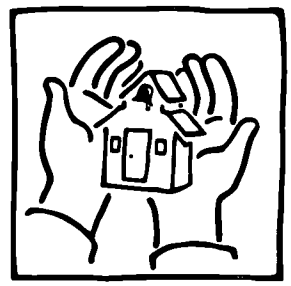
Goal 6: Adult Literacy and Lifelong Learning

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

Objectives:

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

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

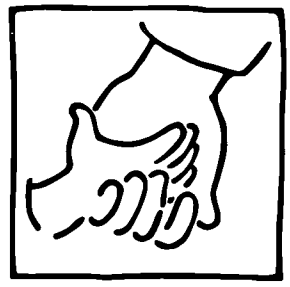


By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives:

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

Goal 8: Parental Participation



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

Objectives:

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

Data Highlights

Kansas has made progress toward the National Education Goals in the following areas during the 1990s:

- ☐ The percentage of infants born in the state with one or more health risks has decreased (Goal 1 indicator).
- ☐ The proportion of mothers receiving early prenatal care has increased (Goal 1 indicator).
- ☐ The proportion of children with disabilities who are served in preschools has increased (Goal 1 indicator).
- ☐ The proportion of Advanced Placement examinations receiving a grade high enough to be eligible for college credit has increased (Goal 3 indicator).
- ☐ More mathematics and science degrees are being awarded to all students and to minority students (Goal 5 indicator).
- ☐ The percentages of U.S. citizens who registered to vote and who voted have gone up (Goal 6 indicator).

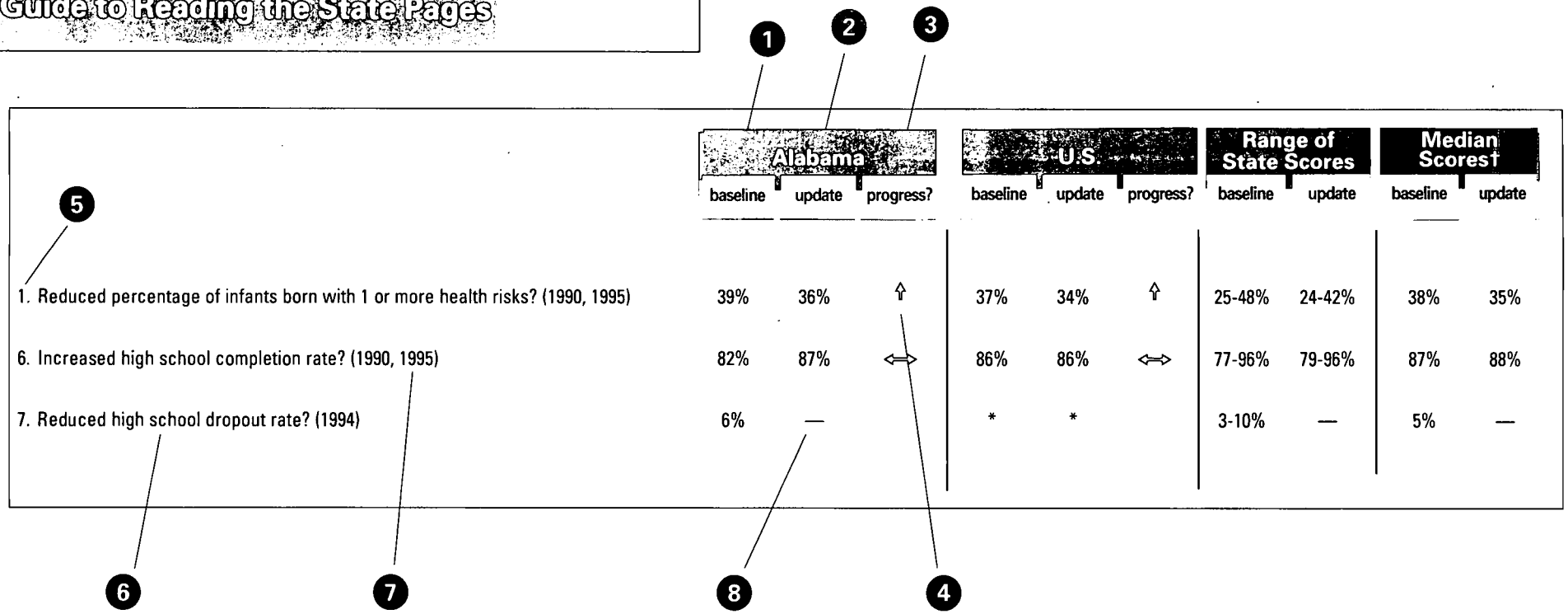
On one measure of progress, conditions in Kansas have gotten worse:

- ☐ The proportion of infants born at low birthweight has gone up (Goal 1 indicator).

Performance has not changed markedly over time in the following areas:

- ☐ The percentage of 2-year-olds who are fully immunized has not improved (Goal 1 indicator).
- ☐ The percentage of 18- to 24-year-olds who hold a high school diploma has not increased (Goal 2 indicator).
- ☐ There has been no reduction in the high school dropout rate in Grades 9-12 (Goal 2 indicator).
- ☐ There has been no change in the percentages of public secondary school teachers who report that they hold a degree or a teaching certificate in their main teaching assignment. In addition, there has been no increase in the percentage of public school teachers who report that they participated in a formal teacher induction program when they began their teaching careers (Goal 4 indicators).
- ☐ There has been no increase in mathematics and science degrees awarded to female students (Goal 5 indicator).
- ☐ There has been no reduction in student disruptions in class (Goal 7 indicator).
- ☐ No change has been reported by either teachers or principals in the level of parent involvement in schools. Public school principals also report no increase in the influence the parent association in their school has on school policy (Goal 8 indicators).

Guide to Reading the State Pages



1 Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2 Data in this column represent our current level of performance and are the most recent data available.

3 Progress represents progress from the baseline year to the most recent update year.

4 Progress is shown by an arrow. Arrows which point upward indicate that we have made progress. Arrows which point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant.

5 The source of the data and any technical notes for each state indicator are referenced by this number in on pages 11-19.

6 A fuller description of the state indicators is provided on pages 2-4.

7 The date(s) in parentheses indicates the year(s) in which data were collected for the state indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

8 — means data not available. See pages 11-19.

Guide to Reading the State Pages (continued)

Indicators for the state pages are based on comparable state data collected by federal agencies such as the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. The state pages do not include all Goal-related data that a state may collect.

The state indicators are:

Goal 1: Ready to Learn

1. **Children's Health Index:** Has the state reduced the percentage of infants born with 1 or more health risks? (1990, 1995)
2. **Immunizations:** Has the state increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994, 1996)
3. **Low Birthweight:** Has the state reduced the number of infants per 1,000 born with low birthweight, defined as less than 5.5 pounds? (1990, 1995)
4. **Early Prenatal Care:** Has the state increased the number of mothers per 1,000 who receive prenatal care in the first trimester of pregnancy? (1990, 1995)
5. **Preschool Programs for Children with Disabilities:** Has the state increased the number of children with disabilities participating in preschool, per 1,000 3- to 5-year-olds? (1991, 1996)

Goal 2: School Completion

6. **High School Completion Rates:** Has the state increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1995)

7. **High School Dropout Rates:** Has the state reduced the percentage of students in Grades 9-12 who leave school without completing a recognized secondary program? (1992, 1994)

Goal 3: Student Achievement and Citizenship

8. **Reading Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in reading in Grade 4? (1992, 1994)
9. **Mathematics Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in mathematics in Grade 4 (1992, 1996) and Grade 8 (1990, 1996)?
10. **Science Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in science in Grade 8? (1996)
11. **Advanced Placement Performance:** Has the state increased the number of Advanced Placement examinations (per 1,000 11th and 12th graders) receiving a grade of 3 or higher? (1991, 1997)

Goal 4: Teacher Education and Professional Development

12. **Teacher Preparation:** Has the state increased teacher preparation, as measured by the percentage of public secondary school teachers who hold
    - an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)
    - a teaching certificate in their main teaching assignment? (1991, 1994)

13. **Teacher Professional Development:** Has the state increased the professional development opportunities of teachers, as measured by the percentage of public school teachers reporting that they participated in in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)

14. **Preparation to Teach Limited English Proficient (LEP) Students:** Has the state increased the percentage of public school teachers with training to teach limited English proficient students? (1994)

15. **Teacher Support:** Has the state increased the percentage of public school teachers who report that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher? (1991, 1994)

Goal 5: Mathematics and Science

16. **International Mathematics and Science Achievement:** Comparisons between those states that participated in the 1996 National Assessment of Educational Progress (NAEP) mathematics and science assessments and those countries that participated in the 1995 Third International Mathematics and Science Study (TIMSS) will be reported in future Goals Reports.

17. **Mathematics Instructional Practices:** Has the state increased the percentage of public school 8th graders whose mathematics teachers report that they do the following in mathematics class?
    - have students work in small groups or with a partner at least once a week? (1996)
    - address algebra and functions a lot? (1996)
    - address reasoning and analytical ability a lot? (1996)

18. **Mathematics Resources:** Has the state increased the percentage of public school 8th graders whose mathematics teachers report they have computers available in their mathematics classrooms? (1996)

19. **Mathematics and Science Degrees:** Has the state increased mathematics and science degrees as a percentage of all degrees awarded to:
    - all students? (1991, 1995)
    - minorities (Blacks, Hispanics, American Indians/ Alaskan Natives)? (1991, 1995)
    - females? (1991, 1995)

Goal 6: Adult Literacy and Lifelong Learning

20. **Adult Literacy:** Has the state increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)

21. **Voter Registration and Voting:** Has the state increased the percentage of U.S. citizens who reported that they
    - registered to vote? (1988, 1992)
    - voted? (1988, 1992)

22. **Participation in Higher Education:** Has the state increased the percentage of high school graduates in the state who immediately enroll in 2- or 4-year colleges in any state? (1992, 1994)

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

23. **Student Marijuana Use:** Has the state reduced the percentage of public high school students who reported using marijuana at least once during the past 30 days? (1991, 1995)

24. **Student Alcohol Use:** Has the state reduced the percentage of public high school students who reported having five or more drinks in a row at least once during the past 30 days? (1991, 1995)

25. **Availability of Drugs on School Property:** Has the state reduced the availability of drugs on school property as measured by the percentage of public high school students reporting that someone offered, sold, or gave them an illegal drug on school property during the past 12 months? (1993, 1995)

26. **Student Victimization:** Has the state reduced student victimization as measured by the percentage of public high school students reporting that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months? (1993, 1995)

27. **Physical Fights:** Has the state reduced the percentage of public high school students reporting that they were in a physical fight on school property at least once during the past 12 months? (1993, 1995)

28. **Carrying a Weapon:** Has the state reduced the percentage of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days? (1993, 1995)

29. **Student Safety:** Has the state reduced the percentage of students reporting they did not go to school at least once during the past 30 days because they did not feel safe? (1993, 1995)

30. **Teacher Victimization:** Has the state reduced teacher victimization as measured by the percentage of public school teachers reporting that they were threatened or physically attacked by a student from their school during the past 12 months? (1994)

31. **Disruptions in Class by Students:** Has the state reduced disruptions in class by students as measured by the percentage of public secondary school teachers reporting that disruptions often interfere with teaching? (1991, 1994)

Goal 8: Parental Participation

32. **Parental Involvement in Schools:** Has the state increased parental involvement in the schools as measured by a reduction in the percentage of teachers and principals reporting that lack of parental involvement in their school was a serious problem?
    - public school teachers (1991, 1994)
    - public school principals (1991, 1994)

33. **Influence of Parent Associations:** Has the state increased parental involvement in the schools as measured by the percentage of public school principals reporting that the parent association in their school has influence in one or more of three areas of school policy? (1991, 1994)

KANSAS

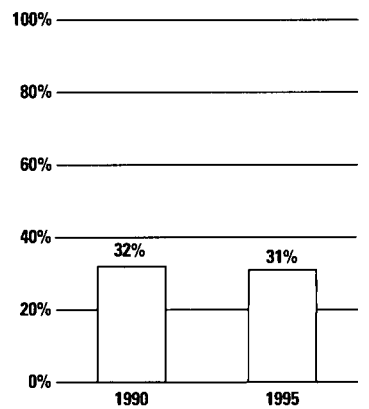
	Kansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	32%	31%	⇧	37%	34%	⇧	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	82%	76%	⇔	75%	78%	⇧	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	62	64	⇩	70	73	⇩	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	807	857	⇧	758	813	⇧	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	33	54	⇧	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	93%	92%	⇔	86%	86%	⇔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1993, 1994)•	5%	5%	⇔	*	*		2-10%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	⇔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	—	—		18%	21%	⇧	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	—	—		15%	24%	⇧	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

KEY

⇧ Significant progress
⇩ Significant decline
⇔ Change is not significant

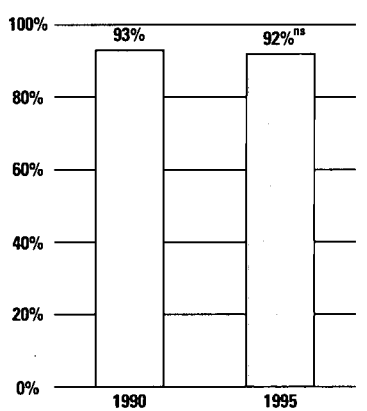
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See pages 11-19.
• Baseline years and most recent update years may differ by state for this indicator. See pages 11-19 for more information.
See pages 1-4 for a Guide to Reading the State Pages.
See pages 11-19 for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



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

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



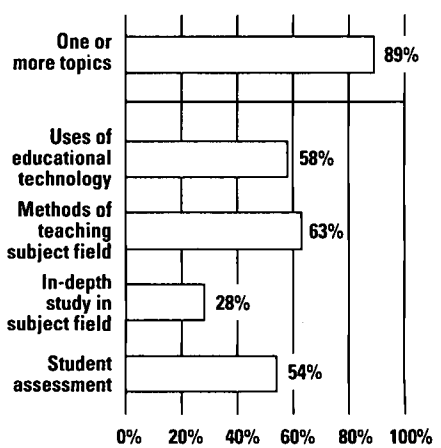
[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[ns] Interpret with caution. Change was not statistically significant.

	Kansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	22	29	⇧	55	85	⇧	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	62%	60%	⇔	66%	63%	⇩	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	99%	⇔	94%	93%	⇩	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	89%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	16%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	17%	19%	⇔	22%	27%	⇧	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

⇧ Significant progress
⇩ Significant decline
⇔ Change is not significant

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



† Median is the middle score in a set of ranked scores.
— Data not available. See pages 11-19.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 1-4 for a Guide to Reading the State Pages.
See pages 11-19 for technical notes and sources.

	Kansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	36%	39%	⇧	39%	42%	⇧	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	35%	36%	⇧	39%	40%	⇧	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	32%	32%	⇔	35%	37%	⇧	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	69%	78%	⇧	70%	73%	⇧	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	62%	73%	⇧	61%	66%	⇧	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	58%	57%	✳	**	**		33-68%	37-71%	53%	55%

KEY

⇧ Significant progress
⇩ Significant decline
⇔ Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See pages 11-19.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 1-4 for a Guide to Reading the State Pages.
See pages 11-19 for technical notes and sources.

	Kansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	12%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	35%	42%	⇔	37%	46%	⇩	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	17%	18%	⇔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	10%	8%	⇔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	11%	15%	⇔	**	**		8-37%	12-50%	16%	22%

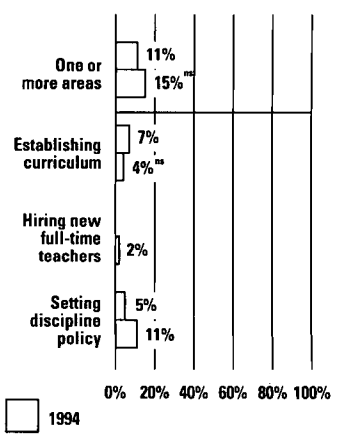
KEY

⇧ Significant progress
⇩ Significant decline
⇔ Change is not significant

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See pages 11-19.
• Baseline years and most recent update years may differ by state for this indicator. See pages 11-19 for more information.
See pages 1-4 for a Guide to Reading the State Pages.
See pages 11-19 for technical notes and sources.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

Technical Notes and Sources for the State Indicators

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:

$$se_{a,b} = \sqrt{se_a^2 + se_b^2}$$

To compare changes in between-group differences (groups "a" and "b") over time (years "1" and "2"), we approximate the standard error of the difference as:

$$se = \sqrt{se_{a1}^2 + se_{b1}^2 + se_{a2}^2 + se_{b2}^2}$$

This method overestimates the standard error because it does not account for covariance (the covariance figures were not available). Because of this overestimation, the approach is conservative; that is, one is less likely to obtain significant results.

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 Most Recent Update Years

State participation may vary by data collection year for reporting dropout data using the National Center for Education Statistics' (NCES) uniform definition (indicator 7), state-level National Assessment of Educational Progress (NAEP) reading (indicator 8), state-level NAEP mathematics (indicator 9), and data from the Youth Risk Behavior Survey (YRBS) (indicators 23-29). The baseline year and the most recent update year for each state are reported in parentheses next to the indicator.

For these indicators, the range of state stores and the median are calculated using the data for all states that participated in that year, whether or not that year represents all states' baseline year or most recent update year. For example, 14 states have 1992 as their baseline year for indicator 7 and five states have 1993 as their baseline year. For these five states, the range of state scores and the median score for indicator 7 include data for the 18 states that reported dropout rates in 1993.

State and U.S. Comparisons

For the state-level indicators on student achievement (8-10) and the mathematics instructional practices (17-18), the state data are for public school students, while the U.S. data are for public and private school students. For the indicators on teacher education and professional development (12-15), and teacher victimization and student disruptions (30-31), the state data are for public school teachers, while the U.S. data are for public and private school teachers.

Data for the U.S. that are reported on the state pages do not include the territories. Range of state scores and median scores reported on the state pages do include the territories.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1995 health index varied from a high of 99.81 to a low of 69.24. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1995; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

The National Center for Health Statistics notes that alcohol use during pregnancy, which is one of the measures used to calculate the Children's Health Index, is likely to be underreported on the birth certificate.

Source: Nicholas Zill and Christine Winquist Nord of Westat developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1995 birth certificate data needed to produce the index, July 1997.

2. Immunizations

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

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

1996 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, July 25, 1997, 658; unpublished tabulations from Abt Associates, July 1997.

3. Low Birthweight

Source: U.S. Department of Health and Human Services, unpublished tabulations from Division of Vital Statistics, National Center for Health Statistics; prepared by Westat, July 1997.

4. Early Prenatal Care

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

Source: *Ibid.*

5. Preschool Programs for Children with Disabilities

The Individuals with Disabilities Education Act (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-92 that ensures a free appropriate education (FAPE) for all eligible 3- to 5-year-old children with disabilities.

Data are based on state information submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), unpublished tabulations prepared by Westat, July 1997. Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by state, for July 1995.

Goal 2: School Completion

6. High School Completion Rates

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

Because of small sample sizes, the state-level completion data are calculated using three-year averages. For example, for the baseline year, state data for 1990 reflect an average of 1989, 1990, and 1991. The data for the U.S. that is shown on the state pages are for 1990. For the most recent update year, state data for 1995 reflect an average of 1994, 1995, and 1996. The data for the U.S. that is shown on the state pages are for 1996.

Source: U.S. Department of Commerce, Bureau of the Census, 1989-1996 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and MPR Associates, Inc., August 1997.

7. High School Dropout Rates

The 1991-92 school year was the first for which states reported school district level data on the numbers and types of dropouts in the Common Core of Data (CCD) Agency Universe Survey. The CCD defined a dropout as an individual who: (1) was enrolled in school at some time during the previous school year; (2) was not enrolled on October 1 of the current school year; (3) has not graduated from high school or completed a state- or district-approved educational program; and (4) does not meet any exclusionary conditions. For the 1991-92 school year, 13 states and the District of Columbia reported data that were considered to meet the CCD standards to allow publication of their dropout data. For the 1992-93 school year, 17 states and the District of Columbia reported data that met CCD standards. For the 1993-94 year, 26 states and the District of Columbia reported data that met CCD standards.

Sources: Lee M. Hoffman, *State Dropout Data Collection Practices: 1991-92 School Year* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

Marilyn M. McMillen and Phillip Kaufman, *Dropout Rates in the United States: 1994* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

Marilyn M. McMillen, Phillip Kaufman, and Steve Klein, *Dropout Rates in the United States: 1995* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1997).

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

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

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

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

National Assessment Governing Board (NAGB) Achievement Levels

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

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

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external standards for performance is a difficult task. Evaluation studies have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

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

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

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

Only three academic subjects are presented at the state level. Thus far, state-level assessments have only been conducted in reading, mathematics, and science, and student achievement levels have been established by NAGB in these three subject areas. The indicators for Goal 3 will be expanded as new NAEP assessments are developed in other subject areas and achievement levels are established.

8. Reading Achievement

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

In 1992, 43 jurisdictions (states and territories) participated in the 4th-grade reading assessment. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan, did not meet the minimum school participation guidelines for public schools; therefore, their results were not released. Also, Washington, DC, withdrew from the Trial State Assessment after the data collection phase. It should also be noted that Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates.

Source: Jay Campbell, Patricia Donahue, Clyde Reese, and Gary Phillips, *NAEP 1994 Reading Report Card for the Nation and the States* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

9. Mathematics Achievement

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

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

In 1996, 45 jurisdictions participated in the voluntary assessment of 4th and 8th graders. However, three states

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

Sources: Reese, C.M., Miller, K.E., Mazzeo, J. and Dossey, J.A. *NAEP 1996 Mathematics Report Card for the Nation and the States* (Washington, DC: National Center for Education Statistics, 1997).

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

10. Science Achievement

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

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

Source: Bourque, M.L., Champagne, A. and Crissman, S. *1996 Science Performance Standards: Achievement Results for the Nation and States, A First Look* (National Assessment Governing Board, 1997, in press).

11. Advanced Placement Performance

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

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

English: English Language & Composition and English Literature & Composition
Science: Biology, Chemistry, Physics B, Physics C - Mechanics, and Physics C - Electricity and Magnetism
Mathematics: Calculus AB and Calculus BC
History: U.S. History and European History
Foreign Language: French Language, French Literature, Spanish Language, Spanish Literature, and German
Fine Arts: Art History, Studio Art (Drawing and General), and Music Theory
Economics: Macro-economics and Micro-economics
Government: U.S. Government and Politics and Comparative Government and Politics

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

Source: The College Board, Advanced Placement Program, Results from the 1991 and 1997 Advanced Placement Examinations, unpublished tabulations, August 1991 and August 1997

Goal 4: Teacher Education and Professional Development

12. Teacher Preparation

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment.

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

Mathematics: mathematics
Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science
English: English/language arts and reading
Social studies: social studies/social science
Fine arts: art, dance, drama/theater, and music
Foreign language: French, German, Latin, Russian, Spanish, and other foreign language
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing,

orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

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

Mathematics: mathematics and mathematics education
Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education
English: English, English education, and reading education
Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences
Fine arts: art education, art (fine and applied), drama/theater, music, and music education
Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

Information is not reported for bilingual education or English as a Second Language (ESL) degrees, since so few higher education institutions grant degrees in those fields.

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

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded;" or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

13. Teacher Professional Development

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

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat, August 1995.

14. Preparation to Teach Limited English Proficient (LEP) Students

Source: *Ibid.*

15. Teacher Support

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

Goal 5: Mathematics and Science

16. International Mathematics and Science Achievement

NCES is conducting a research study that will link the data from the 1995 Third International Mathematics and Science Study (TIMSS) to the data from the 1996 mathematics and science assessments of the National Assessment of Educational Progress (NAEP). The linking will result in projections of how each state that participated in the mathematics and science NAEP assessments in 1996 would have performed on the 1995 TIMSS assessment. We expect that these results will be available for the 1998 Goals Report and other future Goals Panel publications.

17. Mathematics Instructional Practices

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

18. Mathematics Resources

Source: *Ibid.*

19. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. territories.

Mathematical sciences is the only field of study included in the mathematics category for this report.

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

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

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1995), which is conducted by the National Center for Education Statistics. The data were analyzed by Westat, using the National Science Foundation's WebCASPAR Database System, August 1997.

Goal 6: Adult Literacy and Lifelong Learning

20. Adult Literacy

The U.S. Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels.

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

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.
Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.
Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.
Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.
Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

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

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

21. Voter Registration and Voting

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

U.S. Department of Commerce, Bureau of the Census, Voting and Voter Registration in the Election of November 1992, Current Population Reports, Series P-20, no. 466 (Washington, DC: U.S. Government Printing Office, 1993), and unpublished tabulations, calculations by Westat.

22. Participation in Higher Education

The Residence and Migration portion of the Fall Enrollment Survey is administered every two years. Data on high school graduates are for the previous spring; however, public and private school data on high school graduates are for different years because the Common Core of Data (CCD) is collected annually and the Private School Universe Survey is administered every two years. The 1992-93 CCD provides the number of public high school graduates in the 1991-92 school year; the 1991-92 Private School Universe Survey provides the number of private high school graduates in the 1990-91 school year. Similarly, the 1994-95 CCD provides the number of public high school graduates in the 1993-94 school year; the 1993-94 Private School Universe Survey provides the number of private high school graduates in the 1992-93 school year.

The Private School Universe Survey uses a combination of list frame and area frame samples to produce national estimates; the state estimates of private high school graduates are not considered representative. For 12 states, however, the area frame sample is large enough that standard errors can be calculated; for these states, change between 1992 (the baseline year) and 1994 (the most recent update) can be measured. For the remaining 38 states, the sample size is insufficient to permit a reliable estimate of change between 1992 and 1994.

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

Sources: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1992, 1995; Common Core of Data 1992-93; and Private School Universe Survey, 1991-92.

U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1994, 1996; Common Core of Data 1994-95; and Private School Universe Survey, 1993-94.

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

23. Student Marijuana Use

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

Sources: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1991* (Atlanta, GA: 1992).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1995* (Atlanta, GA: 1996).

24. Student Alcohol Use

See technical note under indicator 23.

Source: *Ibid.*

25. Availability of Drugs on School Property

See technical note under indicator 23.

Sources: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1995* (Atlanta, GA: 1996).

26. Student Victimization

See technical note under indicator 23.

Source: *Ibid.*

27. Physical Fights

See technical note under indicator 23.

Source: *Ibid.*

28. Carrying a Weapon

See technical note under indicator 23.

Source: *Ibid.*

29. Student Safety

See technical note under indicator 23.

Source: *Ibid.*

30. Teacher Victimization

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat, August 1995.

31. Disruptions in Class by Students

See technical note for Goal 4, indicator 12, regarding the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

Goal 8: Parental Participation

32. Parental Involvement in Schools

Sources: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

33. Influence of Parent Associations

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

In 1990-91, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: Arkansas, Georgia, Idaho, Kansas, Maine, Massachusetts, Montana, Nevada, New Mexico, North Dakota, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wyoming. Also, for South Carolina, the value was 0 in this year, which is not shown on the graph.

In 1993-94, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: South Carolina and West Virginia. Also, for North Dakota, the value was 0 in this year, which is not shown on the graph.

In 1990-91, data from principals reporting that the parent association in their school has substantial influence on setting discipline policy were not reported for the state of Maine due to small sample size.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

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

Data Source	Sponsoring Agency	Contact
Advanced Placement (Indicator 11)	The College Board	Wade Curry (212) 713-8066
Birth Certificate Data (Indicators 1, 3, and 4)	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500 Stephanie Ventura (301) 436-8954
Common Core of Data (CCD) (Indicators 7 and 22)	National Center for Education Statistics (NCES)	Lee Hoffman (202) 219-1621
Current Population Surveys (Indicator 21)	Bureau of the Census	Lynn Casper (301) 457-2445
Data Analysis System (Indicator 5)	Office of Special Education	Jane C. Williams (202) 205-9039
Integrated Postsecondary Education Data System (Indicators 19 and 22)	NCES	Roslyn Korb (202) 219-1587
International Education Surveys (Indicator 16)	NCES	Eugene Owen 202-219-1746
National Adult Literacy Survey (NALS) (Indicator 20)	NCES	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP) (Indicators 8-10, 17, and 18)	NCES	Gary Phillips (202) 219-1763
National Immunization Survey (Indicator 2)	Centers for Disease Control and Prevention (CDC)	Victor Coronado (404) 639-8892
NCES items in the Current Population Survey (CPS) (Indicator 6)	NCES	Kathryn Chandler (202) 219-1767
Private School Survey (Indicator 22)	NCES	Steve Broughman (202) 219-1744
Schools and Staffing Survey (SASS) (Indicators 12-15, and 30-33)	NCES	Daniel Kasprzyk (202) 219-1588
Youth Risk Behavior Survey (YRBS) (Indicators 23-29)	CDC	Laura Kann (770) 488-3251

Readers interested in further analyses from NCES data sources can contact the National Education Data Resource Center (NEDRC) at the National Center for Education Statistics. NCES has established the NEDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

Common Core of Data (CCD),
Integrated Postsecondary Education Data System (IPEDS),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty, and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Education Data Resource Center, write or call:

c/o Pinkerton Computer Consultants, Inc.
1900 North Beauregard Street, Suite 200
Alexandria, VA 22311-1722

Fax requests to: (703) 820-7465
Phone: (703) 845-3151
http://www.ed.gov/

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National Education Goals Report for Kansas
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____ *Principles and Recommendations for Early Childhood Assessments, 1998*

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