Table 129.—Length of school year and selected statistics on mathematics education for students in public schools, by region and state: 1998 and 2000

Region and state	Math units required for graduation in 2000	Length of school year (in days)		High school exit exam required for graduation in 2000	Percent of 8th-grade students with 3 or more hours of math instruction each week	Percent of 8th-grade students reporting		
		1998	2000			Spending 30 minutes or more on math homework each day [1]	Positive attitudes toward math [2]	Watching 6 or more hours of television each day
1	2	3	4	5	6	7	8	9
Total	**—**	**—**	**—**	**—**	**89 (1.6)**	**58**	**76**	**12 (0.4)**
Region								
Northeast	—	—	—	—	91 (4.2)	56	76	15 (1.2)
Southeast	—	—	—	—	84 (3.3)	58	78	17 (0.9)
Central	—	—	—	—	87 (4.1)	58	74	9 (0.9)
West	—	—	—	—	92 (2.4)	62	76	10 (0.6)
State								
Alabama	4	175	175	Yes	81 (3.9)	58	78	19 (0.9)
Alaska	2	180	180	[3] Yes	([4]) —	([4])	([4])	([4]) —
Arizona	[5] 2	[5] 175	[5] 175	[3] Yes	95 (2.8)	63	73	11 (1.0)
Arkansas	3	178	178	No	77 (3.9)	58	77	18 (0.9)
California	2	175	175	[3] Yes	90 (3.0)	71	75	12 (1.1)
Colorado	([6])	([7])	([7])	No	([4]) —	([4])	([4])	([4]) —
Connecticut	3	180	180	No	95 (2.3)	59	76	11 (0.7)
Delaware	3	([7])	([7])	No	([4]) —	0	([4])	([4]) —
District of Columbia	[8] 3	[8] 180	[8] 180	—	92 (0.8)	63	81	34 (1.1)
Florida	3	180	180	Yes	([4]) —	([4])	([4])	([4]) —
Georgia	3	[8] 180	[8] 180	Yes	83 (4.2)	60	76	17 (1.0)
Hawaii	3	184	184	Yes	99 (0.0)	67	76	17 (0.8)
Idaho	4	180	180	No	93 (2.4)	54	78	8 (0.8)
Illinois	[9] 2	180	[9] 180	[3] Yes	81 (5.4)	62	77	13 (1.2)
Indiana	4	180	180	Yes	94 (2.9)	59	76	10 (1.0)
Iowa	([6])	180	180	No	([4]) —	([4])	([4])	([4]) —
Kansas	2	186	186	No	87 (4.6)	60	77	8 (0.8)
Kentucky	3	175	175	No	93 (2.5)	58	77	11 (0.9)
Louisiana	3	175	175	Yes	92 (3.3)	51	80	20 (1.0)
Maine	2	175	175	[3] Yes	92 (2.4)	61	77	6 (0.6)
Maryland	3	180	180	Yes	92 (2.8)	59	81	16 (1.0)
Massachusetts	([6])	180	180	[3] Yes	95 (2.0)	62	77	9 (0.8)
Michigan	([6])	180	180	No	89 (3.6)	59	75	12 (1.1)
Minnesota	([10])	([11])	([11])	[3] Yes	93 (3.1)	50	80	6 (0.9)
Mississippi	3	180	180	Yes	87 (2.7)	54	80	21 (0.9)
Missouri	2	174	174	No	95 (2.0)	53	76	12 (0.8)
Montana	2	180	180	No	87 (3.4)	62	79	5 (0.7)
Nebraska	([6])	([7])	([7])	No	95 (1.5)	59	81	8 (0.9)
Nevada	3	180	180	Yes	93 (1.2)	63	77	13 (0.6)
New Hampshire	2	180	180	No	([4]) —	([4])	([4])	([4]) —
New Jersey	3	[8] 180	180	Yes	([4]) —	([4])	([4])	([4]) —
New Mexico	3	180	180	Yes	84 (3.1)	62	76	11 (0.7)
New York	[8] 2	[8] 180	[8] 180	Yes	92 (3.6)	56	78	15 (1.3)
North Carolina	3	180	180	Yes	77 (4.7)	67	80	14 (1.0)
North Dakota	3	173	173	No	95 (1.4)	53	78	5 (0.5)
Ohio	2	182	182	Yes	93 (2.4)	57	78	12 (0.9)
Oklahoma	2	180	180	[3] Yes	89 (2.9)	57	75	13 (0.9)
Oregon	2	([7])	([7])	[3] Yes	81 (4.8)	58	72	8 (0.8)
Pennsylvania	([10])	180	180	No	([4]) —	([4])	([4])	([4]) —
Rhode Island	2	180	180	No	94 (0.8)	60	77	9 (0.7)
South Carolina	4	[8] 180	180	Yes	83 (3.7)	55	80	20 (0.9)
South Dakota	2	175	—	No	([4]) —	([4])	([4])	([4]) —
Tennessee	3	180	180	Yes	78 (3.7)	58	77	16 (0.9)
Texas	3	187	187	Yes	91 (2.9)	61	76	13 (0.9)
Utah	2	180	180	[3] Yes	95 (2.1)	52	70	6 (0.5)
Vermont	[12] 5	[8] 175	175	No	90 (2.0)	61	78	6 (0.7)
Virginia	3	180	180	[3] Yes	92 (2.9)	60	76	16 (1.0)
Washington	[9] 2	180	[9] 180	No	([4]) —	([4])	([4])	([4]) —
West Virginia	3	180	180	No	92 (2.3)	56	74	14 (0.9)
Wisconsin	2	180	180	No	([4]) —	([4])	([4])	([4]) —
Wyoming	3	175	175	No	97 (0.6)	59	74	8 (5.0)
Department of Defense dependents schools:								
Domestic schools	3	—	183	No	100 ([13])	66	77	18 (1.7)
Overseas schools	3	—	183	No	97 (0.2)	66	76	12 (0.7)
Outlying areas								
American Samoa	—	—	—	—	13 (4.2)	70	76	13 (1.5)
Guam	—	([14])	—	—	61 (2.2)	64	79	17 (1.3)
Virgin Islands	2	180	—	—	([4]) —	([4])	([4])	([4]) —

—Not available.

[1] Percent of students who report spending 30 minutes, 45 minutes, 1 hour, and over 1 hour on mathematics homework each day. No standard errors are reported here for aggregated data.

[2] Percent of students agreeing or strongly agreeing with this statement: ''Mathematics is useful for solving everyday problems.'' No standard errors are reported here for aggregated data.

[3] Policy under development or requirements to take effect after 2000.

[4] Not a participating jurisdiction in the NAEP 2000 state assessment program in mathematics.

[5] 1994 data.

[6] Local board determines policy.

[7] No statewide policy.

[8] 1996 data.

[9] 1998 data.

[10] Standards-based reform.

[11] Varies by district.

[12] Includes math and science courses.

[13] Standard error estimates cannot be accurately determined.

[14] No policy beyond course credits.

NOTE: Data are for 2000 unless otherwise specified. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *2000 Mathematics Assessment,* prepared by Educational Testing Service (columns 6 to 9); and Council of Chief State School Officers, *Key State Education Policies on K–12 Education 1998 and 2000* (columns 2 to 5). (This table was prepared August 2001.)