DATA FOR THE NATIONAL EDUCATION GOALS REPORT

Volume One: National Data

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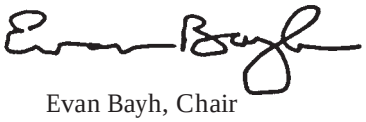
Foreword

On behalf of the National Education Goals Panel, I am pleased to present the *1995 National Education Goals Report*, the fifth in a series of annual reports to measure progress toward the National Education Goals through the year 2000. The *1995 Goals Report* consists of four documents, the *Core Report*, the *National* and *State Data Volumes*, and the *Executive Summary*. The *Core Report* focuses on approximately two dozen core indicators to convey to parents, educators, and policymakers how far we are from achievement of the Goals and what we must do in order to reach our destination. The *National* and *State Data Volumes* include additional comprehensive sets of measures to describe our progress at the national level and the amount of progress that individual states have made against their own baselines. The fourth document, the *Executive Summary*, condenses this information and presents it in a format suitable for all audiences.

This year marks the halfway point between 1990, the year that President Bush and the nation's Governors established the National Education Goals, and our target date for achieving them, the year 2000. While the nation and states have made encouraging progress in mathematics achievement; participation in Advanced Placement examinations in core areas such as English, mathematics, science, and history; and early prenatal care, there is still work to be done in other areas.

What must we do to accelerate our progress? One essential step is for schools and families to form strong partnerships to improve education. This year's *Core Report* and *Executive Summary* focus on the essential role that families play in helping to achieve the National Education Goals and suggest ways in which schools can involve them in partnerships to increase our chances of reaching our targets. They also highlight promising family involvement practices in several schools that have been recognized for their programs. The four schools profiled are Katy Elementary School in Katy, Texas; Sarah Scott Middle School in Terre Haute, Indiana; Booker T. Washington Elementary School in Champaign, Illinois; and Kettering Middle School in Upper Marlboro, Maryland. These schools were selected as the winners of the 1995 Strong Families, Strong Schools Most Promising Practices Competition sponsored by Scholastic, Inc., Apple Computer, the U.S. Secretary of Education, and the National Education Goals Panel. The students, families, and staff in these schools and communities are to be congratulated on their success.

Sincerely,



Evan Bayh, Chair
(1994-1995)
National Education Goals Panel, and
Governor of Indiana

Preface

Planning, design, and production of the four documents which comprise the *1995 National Education Goals Report* were the responsibility of Leslie Lawrence and Cynthia Prince, with assistance from Jennifer Ballen and Hyong Yi.

Babette Gutmann, Allison Henderson, and Ann Webber of Westat, Inc., assisted by Justin Boesel, supplied invaluable technical assistance and statistical support services. Kelli Hill and Jim Page of Impact Design, Inc., contributed expertise in graphic design, layout, and report production. Beth Glaspie and Scott Miller of Editorial Experts, Inc., provided essential editorial support. Additional graphics were designed by Ogilvy, Adams and Rinehart and by the National Geographic Society.

Special thanks go to members of the National Education Goals Panel's Working Group for helpful critiques of earlier drafts of the Report, especially members of the Reporting Committee: Patricia Brown, Kim Burdick, William Christopher, Lori Gremel, Mary Rollefson, and Emily Wurtz.

The *1995 Goals Report* would not have been possible without the hard work, thoughtful planning, and careful review provided by all of these individuals. Their dedication and assistance are gratefully acknowledged.

Ken Nelson
Executive Director
National Education Goals Panel

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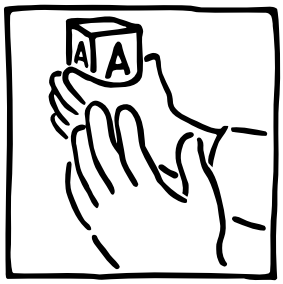
The National Education Goals

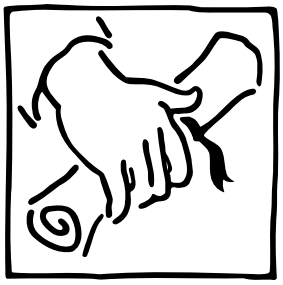


GOAL 1: Ready to Learn

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

Objectives:

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



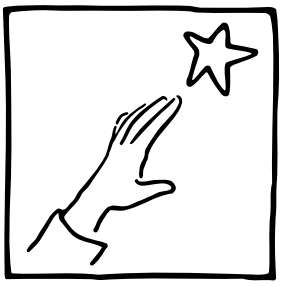
Goal 2: School Completion

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

Objectives:

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

Goal 3: Student Achievement and Citizenship



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

Objectives:

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

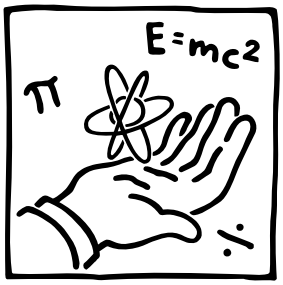
Goal 4: Teacher Education and Professional Development

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

Objectives:

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

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

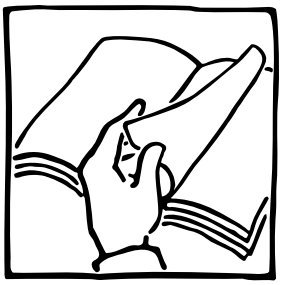


Goal 5: Mathematics and Science

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

Objectives:

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



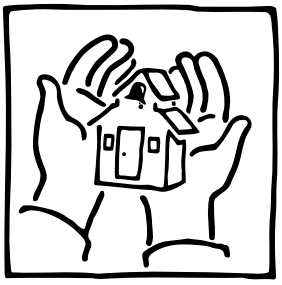
Goal 6: Adult Literacy and Lifelong Learning

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

Objectives:

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

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

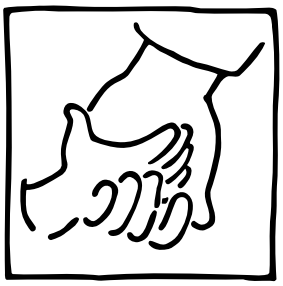


By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives:

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

Goal 8: Parental Participation



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

Objectives:

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

Introduction

The *1995 National Education Goals Report* represents the mid-point of an unprecedented national, state, and community commitment to reform and renew education — the achievement of the National Education Goals. These Goals state that by the year 2000:

1) All children in America will start school ready to learn.

2) The high school graduation rate will increase to at least 90 percent.

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

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

5) United States students will be first in the world in mathematics and science achievement.

6) Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

7) Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

8) Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

The National Education Goals represent a framework for improvement — an understanding that a quality education can no longer be viewed as an "event" that happens within four walls, but begins before birth, continues throughout life, and involves all sectors of the community.

Progress Since the 1989 Summit

This fifth report represents a chance to reflect on progress made since the 1989 Education Summit and the adoption of the Goals in 1990. At the national level, we have made positive strides in many areas, including the following:

Goal 1 — Ready to Learn:

- From 1990 to 1992, the percentage of mothers receiving prenatal care in the first trimester increased from 76% to 78%. Increases occurred for each racial/ethnic group.

- The percentage of children born with one or more health risks decreased from 37% to 35% from 1990 to 1992.

Goal 3 — Student Achievement and Citizenship:

- The percentage of 4th and 8th graders who scored at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP) mathematics assessments increased from 1990 to 1992. For 4th graders, the percentage increased from 13% to 18%, while for 8th graders, the percentage increased from 20% to 25%.

- Participation rates in the Advanced Placement program, though still relatively low, climbed from 1991 to 1995, particularly in core subject areas such as English, mathematics, science, and history.

- Voter registration and voting, indicators of responsible citizenship, increased from 1988 to 1992. Among young voters (18 to 20 years old), registration rates climbed from 48% to 53%, while voting rates climbed from 35% to 42%.

Goal 5 — Mathematics and Science:

- The number of undergraduate and graduate science degrees awarded increased for both men and women and in each racial/ethnic group from 1990 to 1993.

Goal 6 — Adult Literacy and Lifelong Learning:

- More adults reported taking adult education courses in 1995 than in 1991.

However, in other cases, we have fallen further behind:

Goal 6 — Adult Literacy and Lifelong Learning:

- Although overall participation in adult education increased from 1991 to 1995, the gap widened between adults who have a high school diploma or less and those who have additional postsecondary education or technical training.

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

- Overall use of drugs, particularly marijuana, increased in Grades 8, 10, and 12. From 1991 to 1994, at-school drug use also increased among 8th and 10th graders.

- From 1991 to 1994, disapproval of marijuana use declined among students in Grades 8, 10, and 12. Eighth and 10th graders' disapproval of binge drinking also declined.

- More 12th graders reported skipping class in 1994 than in 1990.

- A larger percentage of public school teachers reported being threatened or injured by a student from their school in 1994 than in 1991.

- From 1991 to 1994, more secondary school teachers reported that student misbehavior often interfered with their teaching.

Among the states, there have also been improvements:

Goal 1 — Ready to Learn:

- Rates of prenatal care in the first trimester improved in 45 states and the District of Columbia.

- The proportion of young children with disabilities served by preschool programs increased in 44 states.

Goal 3 — Student Achievement and Citizenship:

- From 1991 to 1995, more than 40 states had an increase in the number of English, mathematics, and science Advanced Placement examinations receiving grades of 3 or higher; more than 30 had an increase in the number of history examinations receiving grades of 3 or higher.

Goal 5 — Mathematics and Science:

- The use of calculators in the classroom is a type of instruction recommended by mathematics education experts. Between 1990 and 1992, the percentage of teachers reporting at least weekly calculator use in the classroom increased in 23 of 34 states.

Goal 6 — Adult Literacy and Lifelong Learning:

- Between 1988 and 1992, voter registration rates increased in 19 states and the District of Columbia, and voting rates increased in 31 states and the District of Columbia.

But, there are also areas where the news is not as encouraging:

Goal 3 — Student Achievement and Citizenship:

- The percentage of 8th graders scoring at the Proficient or Advanced levels on the NAEP mathematics assessment increased in only 9 states from 1990 to 1992.

Goal 5 — Mathematics and Science:

- Only three states came close to the two highest performing countries on an international mathematics comparison conducted in 1991.

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

- Between 1991 and 1993, only two states showed a decrease in overall use of alcohol.

Focusing our attention on "where we are" and how far we need to go to reach the National Education Goals, however, is only part of the story. To help states and communities continue to move forward, the Goals Panel has created a variety of tools to support Goal achievement and education reform efforts.

Serving the States and Communities

Supporting State and Community Development of Academic Standards and Assessments

There has been commitment among the Goals Panel members from its inception that academic standards backed by valid assessments are an important part of reaching the National Education Goals. Implicit in Goal 3, Student Achievement and Citizenship, is the belief that its attainment is dependent on the development of rigorous academic standards. The Panel also believes that the most important venues for the development of academic standards and assessments are states and communities.

To assist states and communities in answering the question, "What will educational success look like?" the Panel will undertake the following during the coming year:

- Develop a description of "world-class" academic standards. One of the most pressing needs as states and school districts develop academic standards is to know what world-class academic standards truly look like. A resource group will be created to answer the following questions:

  — What do competitor nations expect of their students?

  — What do high-performance workplaces expect of entering employees?

  — What are the admissions requirements of leading colleges and universities?

  By building on the work of organizations who have collected information of this type, the Goals Panel will expand the current base of knowledge on international academic standards and make it available to state and local policymakers and parents.

- Focus on assessment and measurement of student achievement. The Goals Panel will create a resource group to offer guidance to states and school districts in examining the issues surrounding assessment and measurement, as well as suggestions on implementation. In addition, the Goals Panel will make information available to state and local policymakers and the public, to broaden their understanding of these often complicated issues.

- Provide feedback to states and communities on the creation of academic standards and assessments. States and communities that have accepted the difficult task of developing academic standards and assessments will at some point confront the questions:

  — Are these good enough?

  — How do they compare to world-class benchmarks?

  By offering to provide feedback through a voluntary "peer-review" process, the Goals Panel will enhance the efforts of states and communities.

- Compile an inventory of Academic Standards-Related Activities. The Goals Panel has created an inventory of various organizations' activities related to the development of academic standards. This inventory explores the work of 26 organizations in promoting and strengthening the movement toward the development of state academic standards and performance assessments, and helps to answer the following questions:

  — Who is conducting work concerning world-class standards?

  — Who is developing performance standards and assessments?

  — Who is giving states and local school districts technical assistance and feedback on their standards?

  — Who is developing comments on content standards?

  — Who is informing educators and the public?

  — Who in the business community is involved with standards?

Providing Tools to Reach the Goals

The Community Action Toolkit

Created to help answer the question, "What can I do at the local level?" the Toolkit offers an array of materials and information to help communities build broad-based support and participation in the democratic process of setting and achieving local education goals — tools that can add power or accelerate local education improvement activities.

The Toolkit follows the "Goals Process." Simply put, the Goals Process helps communities figure out where they need and want to go, where they are in relation to that destination, and what they have to do to get from one point to the other. Through the Goals Process, communities set ambitious but realistic targets for educational improvements, assess their current strengths and weaknesses, chart a course of aggressive action to reach their goals, and regularly report back to their constituents about goal achievement.

To do this, the Toolkit contains five guidebooks:

- *Guide to Goals and Standards* — provides an overview on the National Education Goals and efforts to create academic standards.
- *Community Organizing Guide* — details a step-by-step process to mobilize communities to achieve the Goals; includes suggestions such as how to create a leadership team and implement strategies.
- *Local Goals Reporting Handbook* — describes how to set up a local accountability process; offers suggestions on the kinds of questions to ask at the local level to get started.
- *Guide to Getting Out Your Message* — features information to increase the impact of grassroots communication techniques; includes sample materials such as news releases, speeches, articles, and public service announcements.
- *Resource Directory* — provides a quick reference guide to many organizations and reading materials that can support and enrich a community campaign to reach the National Education Goals or local goals.

Electronic Services

To reach a more extensive audience of researchers, community leaders, and practitioners, the Goals Panel has "teamed-up" with three partners who provide services through electronic means: the Coalition for Goals 2000, the U.S. Department of Education, and *The Daily Report Card*. Users of these services can gather information on how much progress is being made toward the Goals, promising programs being used throughout the states and communities to reach the Goals, and Goals Panel initiatives.

Earlier this year, the Goals Panel contracted with the Coalition for Goals 2000 to create a customized area on GOAL LINE, the Coalition's education reform online network. GOAL LINE was created to increase the scale and pace of grassroots education reform by enabling persons interested in education to share information and effective programs with each other. The Panel's public presence on GOAL LINE provides that service and includes such information as facts and information about the Goals Panel and its role, a publication list, an interactive area for GOAL LINE subscribers to seek information directly from staff, and a news area to inform users of Goals Panel activities. Many publications are available directly online and are contained in the Goals Panel database, allowing users to search *Goals Reports* and other Panel documents easily.

In addition, the Goals Panel, in conjunction with the U.S. Department of Education Online Library,[1] will be creating a World Wide Web Home Page. The *1994* and *1995 Goals Reports* will be available in 1995, with the *1991, 1992,* and *1993 Goals Reports* and the Community Action Toolkit becoming available in 1996. The U.S. Department of Education's Online Library also offers selected Goals Panel publications as well as a variety of documents on family involvement and education research and statistics.

This year the *1994* and *1995 Goals Reports* also will be available on CD-ROM for users of both IBM and Macintosh computers. The CD-ROM will permit users to create customized Goals reports by enabling users to view, search (by state, Goal, or indicator), copy, and print any portion of the *Goals Report*, as well as allow the user to edit text.

Through *The Daily Report Card*, an online education newsletter, the Panel supports the distribution of information on how state and local education reforms are progressing nationwide to help communities find ways to reach the National Education Goals. Readers include governors, state legislators, university faculty, school superintendents, teachers, other school officials, and the general public.

[1] To get to the Department's Online Library and the Goals Panel's publications, use the World Wide Web: http://www.ed.gov/ or Gopher: gopher://gopher.ed.gov:10001/11/initiatives/goals/national.

The 1995 Goals Report

The documents which comprise the *1995 Goals Report* are also tools to serve states and communities. The *National* and *State Data Volumes* provide in-depth information on the progress we have made at the national level and the amount of progress individual states have made against their own baselines. The *Core Report* examines a set of approximately two dozen core indicators and describes how far we are from our destination. In addition, the *Core Report* and the *Executive Summary* go one step further and share ideas on how we can move closer to Goal achievement. Specifically, they emphasize the basic, yet vital, role that families play in educating their children and in ultimately reaching all of the Goals. They provide examples of what states and communities are doing to strengthen the link between families and schools, highlight school-based programs, and provide contact information.

Beyond 1995

At the mid-point of this decade-long process, we have seen some success toward Goal achievement, but we also have seen some failure. In order to sustain our successes, and to turn around our failures, we need the involvement of everyone — families, students, educators, business leaders, policymakers, and other community members.

The tools listed above can assist in creating successes at the state and community levels by defining what we mean by "world-class" standards, helping to organize communities to achieve the Goals, and providing examples on how to support that critical connection between the school and the family.

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

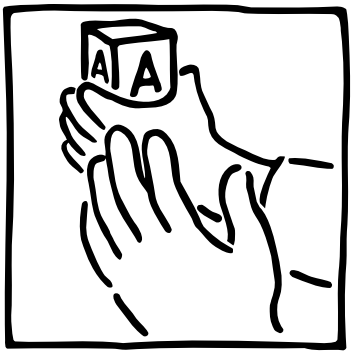
Indicators for the National Volume

GOAL 1

Ready to Learn

GOAL 1

Ready to Learn



Infants born in the coming year will enter kindergarten in the year 2001. Will the nation be able to say that these children are the most ready to learn of any group of six-year-olds in our history? On the basis of the dimensions of school readiness that the National Education Goals Panel has identified (physical well-being and motor development, social and emotional development, approaches toward learning, language usage, and cognition and general knowledge), we have much to do. The "we" means all of us—parents, health and education personnel, policymakers, and others involved with institutions that support infants and young children.

The dimensions of readiness tell us that being ready to learn means more than simply having rudimentary academic skills. In fact, a previous year's report indicated that very few kindergarten teachers believe that children must know how to count or recite the alphabet before entering their classes. The characteristics that kindergarten teachers believed were most important for school readiness were those that begin in infancy, such as the ability to communicate, curiosity, and sociability.

Even earlier, mothers who have received prenatal care throughout pregnancy, avoided drugs and alcohol, and made sure that their babies started life with proper medical care and nutrition are much more likely to have healthy infants who will grow into young children ready to learn when they enter school. We now know that an alarming number of infants in this country are born with one or more health risks.

We also know that a large number of the very young do not enjoy a childhood most adults would consider desirable. Many are not receiving the kind of support that enriches childhood. About six in ten of three- to five-year-olds are read to every day by their parents, and about three-fourths of two-year-olds have been fully immunized for major childhood diseases. Poor children in particular (constituting about one-fourth of those enrolling in school each year) are less likely than others to be enrolled in preschool. The gaps in care between poor children and those in wealthier families, identified in earlier Reports, remain large.

Children who start school with health problems, limited ability to communicate, or a lack of curiosity are at greater risk of subsequent school failure than other children. Helping these children after they enter school is a costly remedy for failing to nurture them when they were very young. However, assuring that every child is ready to learn is important beyond the money that would be saved. A commitment to meet this Goal would bring together families, communities, businesses, schools, and other support resources for the purpose of giving all children the opportunities to become effective, competent learners. By sharing this common mission to nurture America's youngest citizens, we become a stronger society. And young children growing up in such a society, where childhood is protected and enriched, will be ready, even eager, to learn.

GOAL 1

Ready to Learn

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

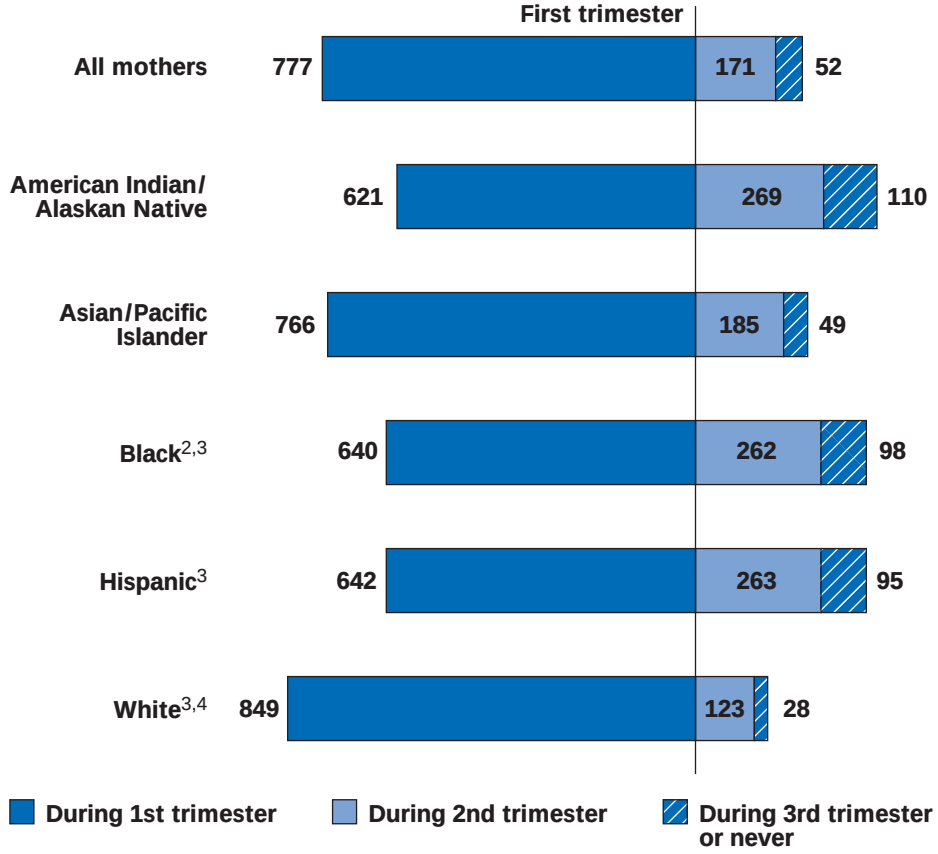
Objectives

- 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.

Exhibit 1
Prenatal Care

Point at which mothers first began prenatal care[1] in 1992; number per 1,000

In 1992, 777 out of every 1,000 mothers (78%) began prenatal care during their first trimester of pregnancy; 171 per 1,000 (17%) did not begin prenatal care until their second trimester; and 52 per 1,000 (5%) did not begin prenatal care until their third trimester or never received prenatal care.



[1] First visit for health care services during pregnancy.
[2] Excludes Blacks of Hispanic origin.
[3] Data shown only for states with an Hispanic-origin item on their birth certificates. See technical notes in Appendix A.
[4] Excludes Whites of Hispanic origin.

The number of mothers who began prenatal care during their first trimester of pregnancy increased in all racial/ethnic groups between 1990 and 1992.

Change Since 1990

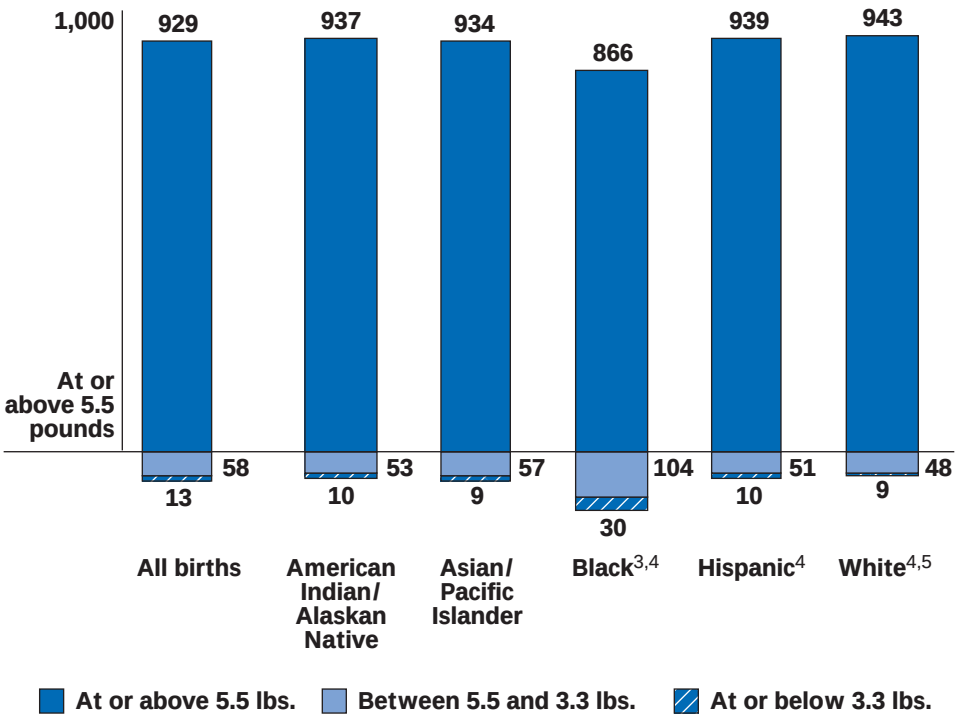
Point at which mothers first began prenatal care;[1] number per 1,000:

	During 1st trimester		During 2nd trimester		During 3rd trimester or never	
	1990	1992	1990	1992	1990	1992
All mothers	758	777	181	171	61	52
American Indian/ Alaskan Native	579	621	292	269	129	110
Asian/Pacific Islander	751	766	191	185	58	49
Black[2,3]	607	640	281	262	112	98
Hispanic[3]	602	642	278	263	120	95
White[3,4]	833	849	133	123	34	28

[1] First visit for health care services during pregnancy.
[2] Excludes Blacks of Hispanic origin.
[3] Data shown only for states with an Hispanic-origin item on their birth certificates. See technical notes in Appendix A.
[4] Excludes Whites of Hispanic origin.

Source: National Center for Health Statistics, 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 2
Birthweight
Number per 1,000 births above and below 5.5[1] and 3.3[2] pounds, 1992



In 1992, 929 out of every 1,000 infants born in the United States (93%) were above the standard for low birthweight. Seventy-one out of every 1,000 (7%) were below the standard. Black infants were about twice as likely as those from other racial/ethnic groups to be born at low birthweight.

[1] Below 5.5 pounds is defined as Low Birthweight.
[2] Below 3.3 pounds is defined as Very Low Birthweight.
[3] Excludes Blacks of Hispanic origin.
[4] Data shown only for states with an Hispanic-origin item on their birth certificates. See technical notes in Appendix A.
[5] Excludes Whites of Hispanic origin.

Change Since 1990

Number per 1,000 births above and below 5.5[1] and 3.3[2] pounds:

	At or above 5.5 pounds		Between 5.5 and 3.3 pounds		At or below 3.3 pounds	
	1990	1992	1990	1992	1990	1992
All births	930	929	57	58	13	13
American Indian/ Alaskan Native	939	937	51	53	10	10
Asian/Pacific Islander	935	934	56	57	9	9
Black[3,4]	867	866	104	104	29	30
Hispanic[4]	940	939	50	51	10	10
White[4,5]	944	943	47	48	9	9

[1] Below 5.5 pounds is defined as Low Birthweight.
[2] Below 3.3 pounds is defined as Very Low Birthweight.
[3] Excludes Blacks of Hispanic origin.
[4] Data shown only for states with an Hispanic-origin item on their birth certificates. See technical notes in Appendix A.
[5] Excludes Whites of Hispanic origin.

The numbers of infants born above and below the standard for low birthweight remained relatively unchanged between 1990 and 1992.

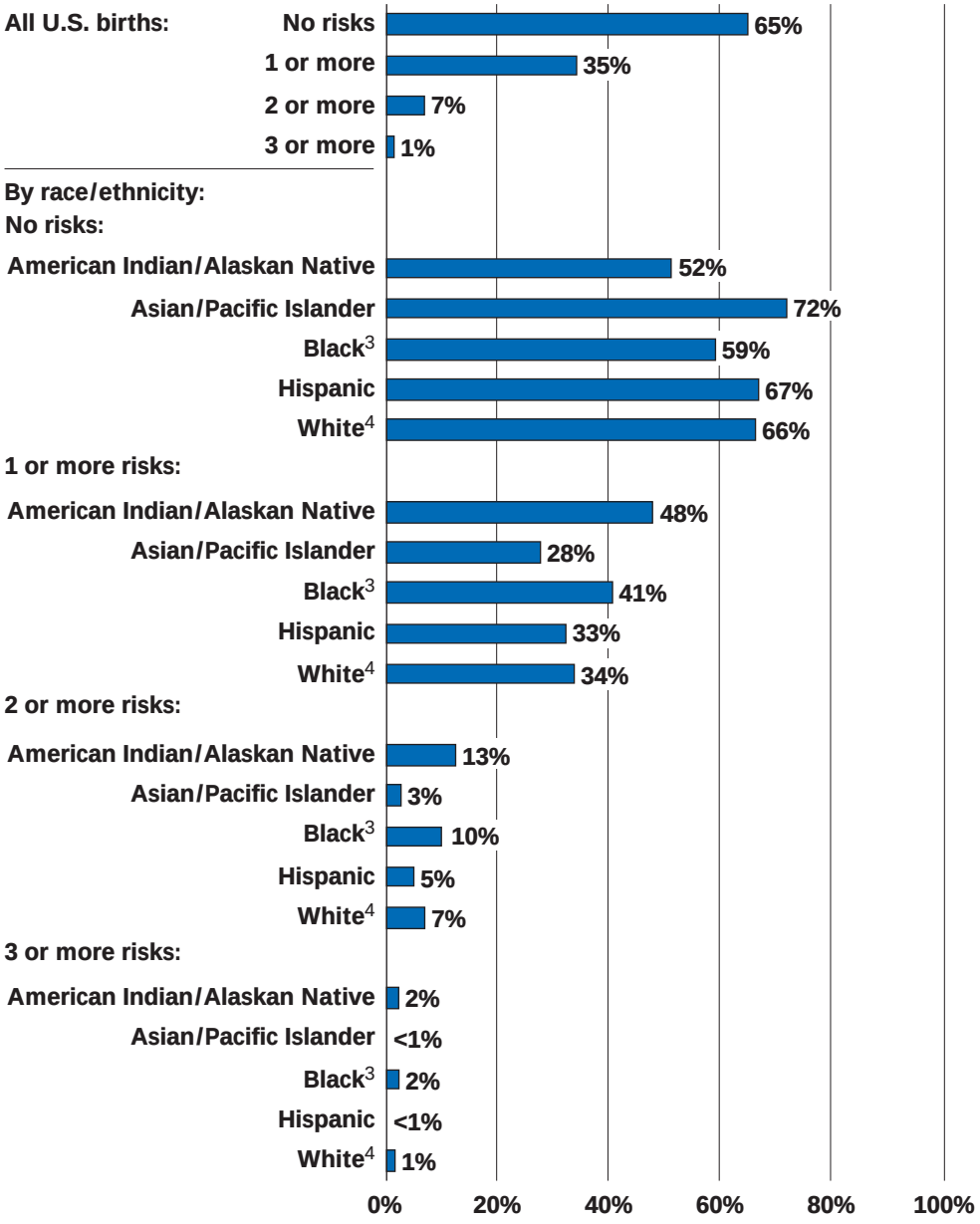
Source: National Center for Health Statistics, 1995
This exhibit updates information presented in the 1994 Goals Report.

School success is partly determined by conditions that affect children's health long before they enter school. In 1992, over one-third of all infants born in the United States began life with one or more factors (such as low maternal weight gain or tobacco/alcohol use by their pregnant mothers) that are considered risks to their long-term health and educational development.

Exhibit 3

Children's Health Index

Percentage[1] of infants born in the U.S. with 1 or more health risks,[2] 1992



[1] Percentages are based on the number of births used to calculate the health index, not the actual number of births. See technical notes in Appendix A.
[2] Risks are 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.
[3] Excludes Blacks of Hispanic origin.
[4] Excludes Whites of Hispanic origin.

Exhibit 3 (continued)
Children's Health Index

Change Since 1990[1]

Percentage[2] of infants born in the U.S. with 1 or more health risks:[3]

	No risks		One or more risks		Two or more risks		Three or more risks	
	1990	1992	1990	1992	1990	1992	1990	1992
All U.S. Births[4]	63%	65% *	37%	35% *	8%	7% *	1%	1% *
American Indian/ Alaskan Native	51%	52% *	49%	48% *	14%	13%	3%	2% *
Asian/Pacific Islander[4]	71%	72% *	29%	28% *	4%	3% *	<1%	<1% *
Black[4,5]	56%	59% *	44%	41% *	11%	10% *	2%	2% *
Hispanic[4]	66%	67% *	34%	33% *	5%	5% *	1%	<1% *
White[4,6]	65%	66% *	35%	34% *	7%	7% *	1%	1% *

The percentage of infants born in the U.S. with one, two, or three or more health risks decreased from 1990 to 1992.

1 Interpret with caution. In cases noted with an asterisk, we are confident that change has occurred.
2 Percentages are based on the number of births used to calculate the health index, not the actual number of births. See technical notes in Appendix A.
3 Risks are 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.
4 In 1990 and 1992, the nonrounded values for all U.S. births with three or more risks were 1.02 and 0.86, for Asian/Pacific Islanders the values were 0.31 and 0.21, for Blacks the values were 2.12 and 1.98, and for Whites the values were 0.79 and 0.62, respectively. In 1990 and 1992, the nonrounded values for Hispanics with two or more risks were 5.39 and 4.61, and for Whites the values were 7.41 and 6.63, respectively.
5 Excludes Blacks of Hispanic origin.
6 Excludes Whites of Hispanic origin.

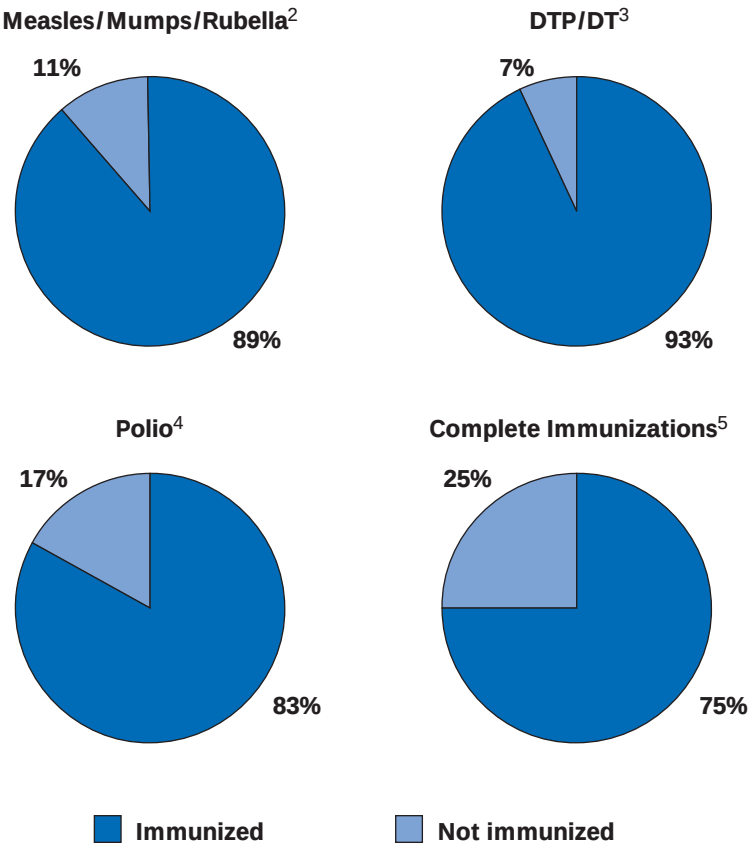
Source: National Center for Health Statistics and Westat, Inc., 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

In 1994, three-fourths of all 2-year-olds had been fully immunized for major childhood diseases.

Exhibit 4

Immunizations

Percentage of 2-year-olds[1] who completed their basic immunization series for selected diseases, 1994



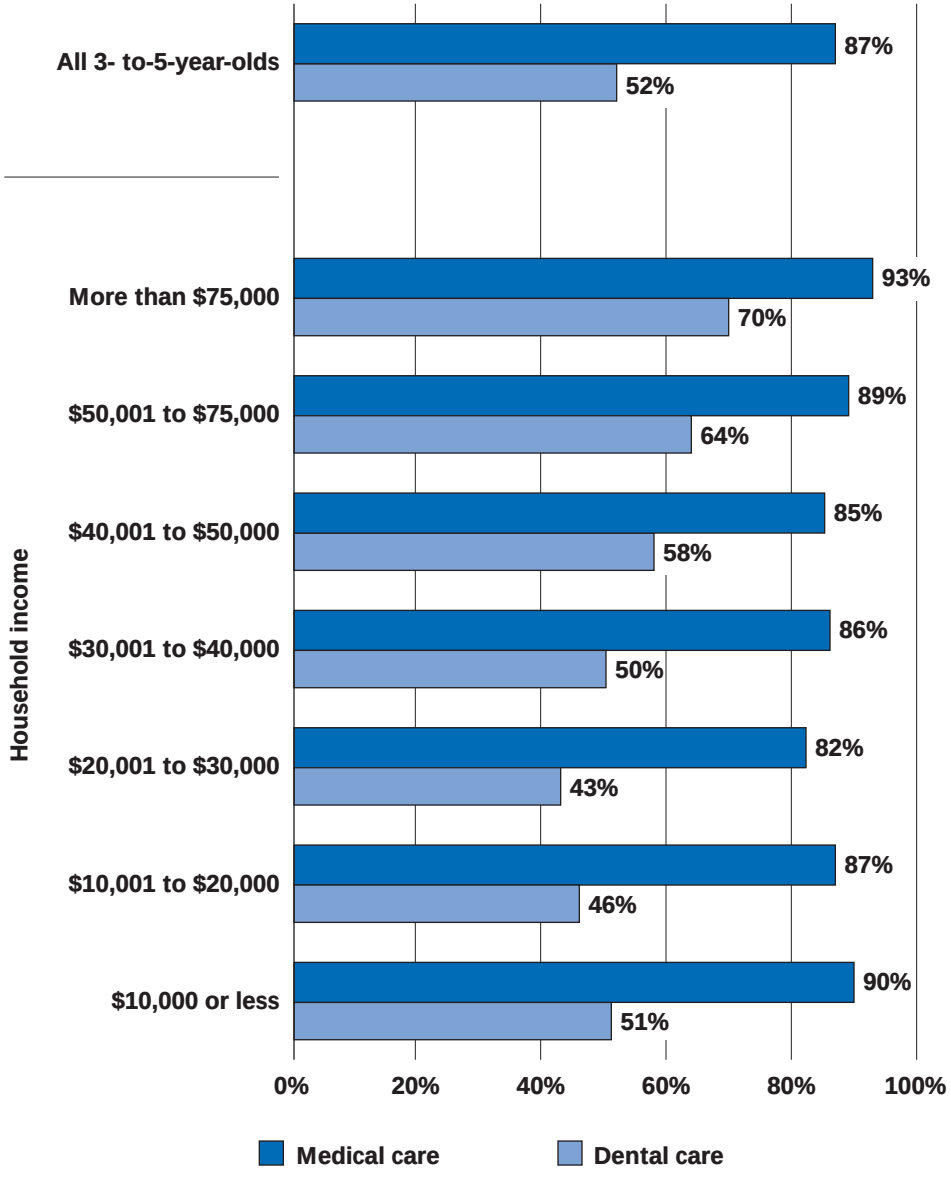
[1] Children 19-35 months of age.
[2] One vaccination for measles or for measles/mumps/rubella.
[3] Diphtheria-tetanus-pertussis/diphtheria-tetanus. Three or more doses of vaccine.
[4] Three or more doses of vaccine.
[5] Four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles/mumps/rubella vaccine.

Source: Centers for Disease Control and Prevention, 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

Exhibit 5

Medical and Dental Care

Percentage of 3- to 5-year-olds[1] who received medical[2] and dental[3] care within the previous 12 months, 1993



Nearly nine out of ten 3- to 5-year-olds visited a doctor during 1993 for routine health care; about half visited a dentist.

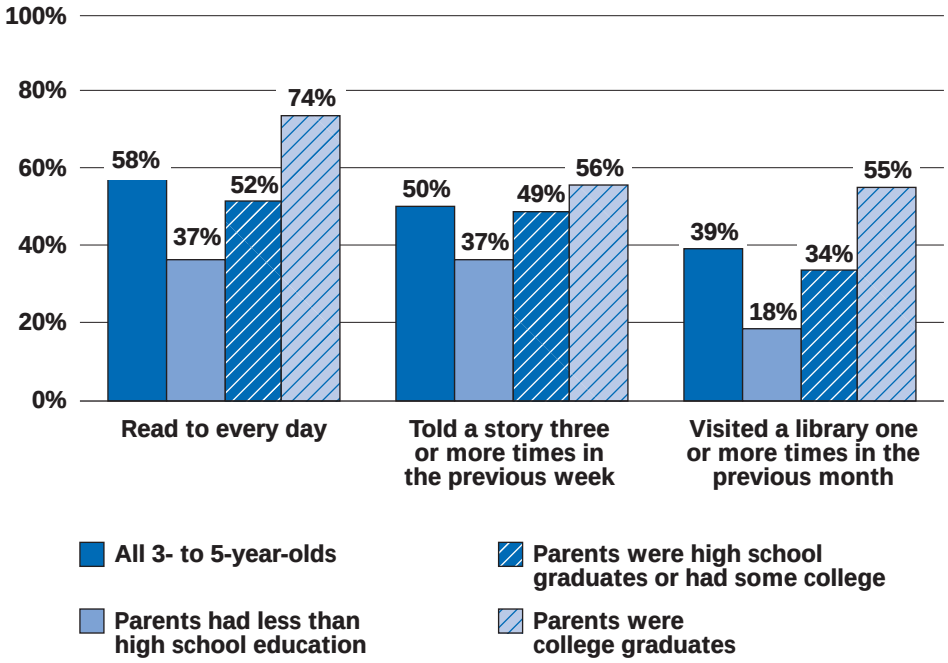
[1] Excluding those enrolled in kindergarten.
[2] Includes visits for routine checkups and immunizations.
[3] Includes visits to dentists and dental hygienists.

Source: National Center for Education Statistics and Westat, Inc., 1993
This exhibit repeats information presented in the 1994 Goals Report.

During 1995, about 58% of all preschoolers were read to daily by parents or other family members. About half were told stories several times per week, while fewer (39%) visited a library one or more times a month.

Exhibit 6
Family-Child Language and Literacy Activities

Percentage of 3- to 5-year-olds[1] whose parents[2] engaged in language and literacy activities with them regularly, 1995



[1] Excluding those enrolled in kindergarten.
[2] Parent or another family member.

Parents or other family members engaged in language and literacy activities with their preschoolers more often in 1995 than in previous years. Between 1993 and 1995, the percentage of 3- to 5-year-olds whose parents read to them daily increased. Between 1991 and 1995, the percentage of preschoolers whose parents regularly told them a story or took them to a library also increased.

Change[1] Since 1991[2] and 1993[3]

Percentage of 3- to 5-year-olds[4] whose parents[5] engaged in language and literacy activities with them regularly:

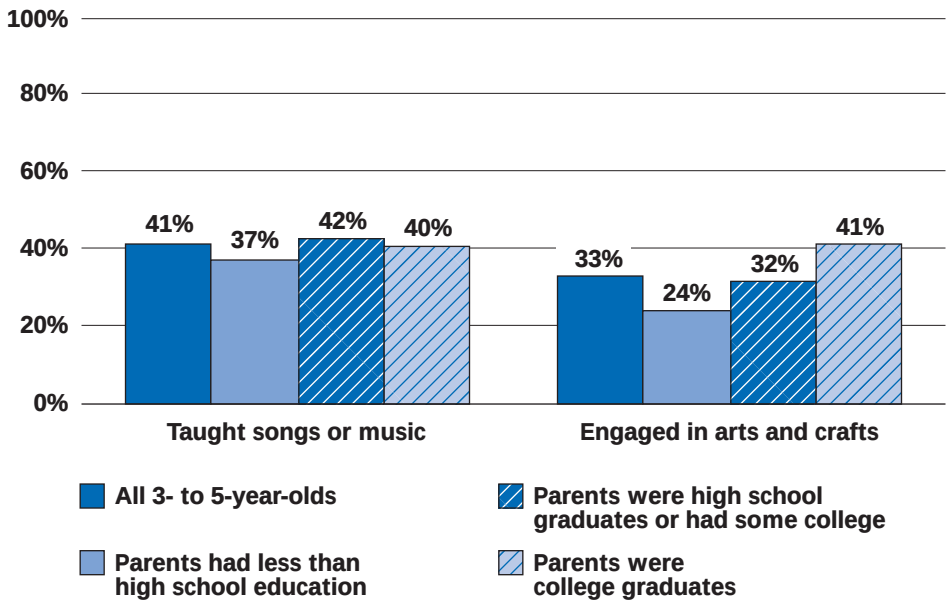
	Read to every day		Told a story three or more times in the previous week		Visited a library one or more times in the previous month	
	1993	1995	1991	1995	1991	1995
All	53%	58% *	39%	50% *	35%	39% *
Parents had less than high school education	35%	37%	32%	37%	18%	18%
Parents were high school graduates or had some college	49%	52%	38%	49% *	30%	34% *
Parents were college graduates	67%	74% *	42%	56% *	53%	55%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Change since 1991 for told a story or visited a library.
[3] Change since 1993 for read to every day. Although data on family-child reading were collected in 1991, the wording of the reading item changed significantly between the 1991 survey and the 1993 survey. Therefore, 1993 is established as the baseline for read to every day.
[4] Excluding those enrolled in kindergarten.
[5] Parent or another family member.

Source: National Center for Education Statistics and Westat, Inc., 1991, 1992, 1993, and 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 7
Family-Child Arts Activities

Percentage of 3- to 5-year-olds[1] whose parents[2] engaged in arts activities with them regularly,[3] 1993



In 1993, about four out of ten 3- to 5-year-olds were regularly taught songs or music by their parents. One-third engaged in arts and crafts with their parents on a regular basis.

[1] Excluding those enrolled in kindergarten.
[2] Parent or another family member.
[3] Three or more times in the previous week.

Change Since 1991[1]

Percentage of 3- to 5-year-olds[2] whose parents[3] engaged in arts activities with them regularly:[4]

	Taught songs or music		Engaged in arts and crafts	
	1991	1993	1991	1993
All	39%	41%	35%	33%
Parents had less than high school education	38%	37%	34%	24% *
Parents were high school graduates or had some college	39%	42% *	31%	32%
Parents were college graduates	41%	40%	42%	41%

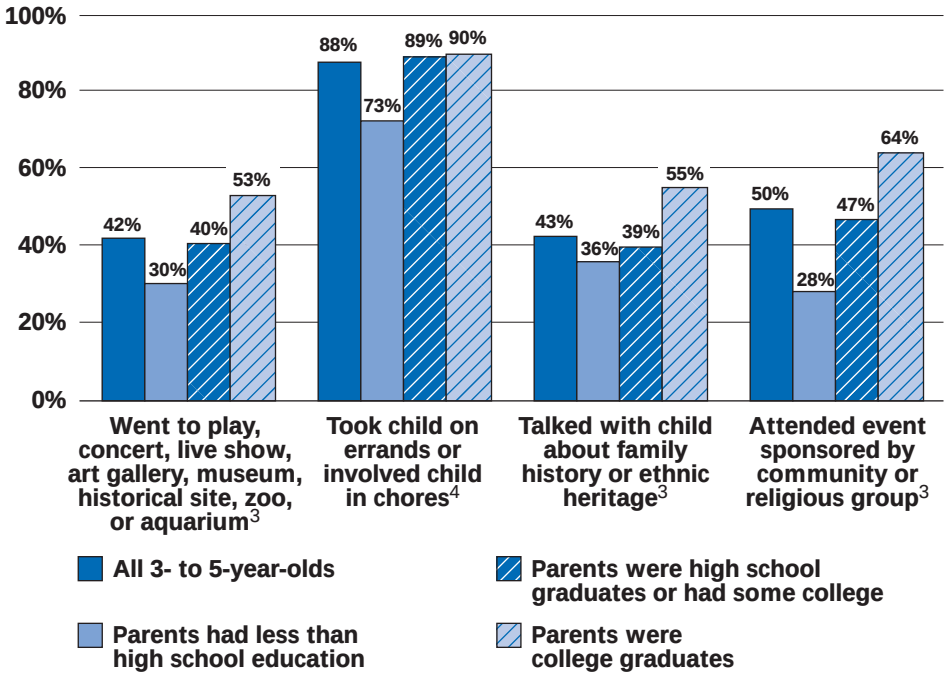
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Excluding those enrolled in kindergarten.
[3] Parent or another family member.
[4] Three or more times in the previous week.

Source: National Center for Education Statistics and Westat, Inc., 1991, 1992, and 1993
This exhibit repeats information presented in the 1994 Goals Report.

In 1993, nearly nine out of ten 3- to 5-year-olds regularly participated in errands or family chores with their parents. However, fewer participated regularly in other types of family activities that can help them learn, such as attending events sponsored by community or religious groups (50%); or going to plays, concerts, live shows, art galleries, museums, historical sites, zoos, or aquariums (42%).

Exhibit 8
Family-Child Learning Opportunities

Percentage of 3- to 5-year-olds[1] whose parents[2] regularly engaged them in opportunities to help them learn, 1993



[1] Excluding those enrolled in kindergarten.
[2] Parent or another family member.
[3] One or more times in the previous month.
[4] Three or more times in the previous week.

Between 1991 and 1993, fewer 3- to 5-year-olds were regularly taken by their parents on outings to plays, concerts, live shows, art galleries, museums, historical sites, zoos, or aquariums.

Change Since 1991[1]

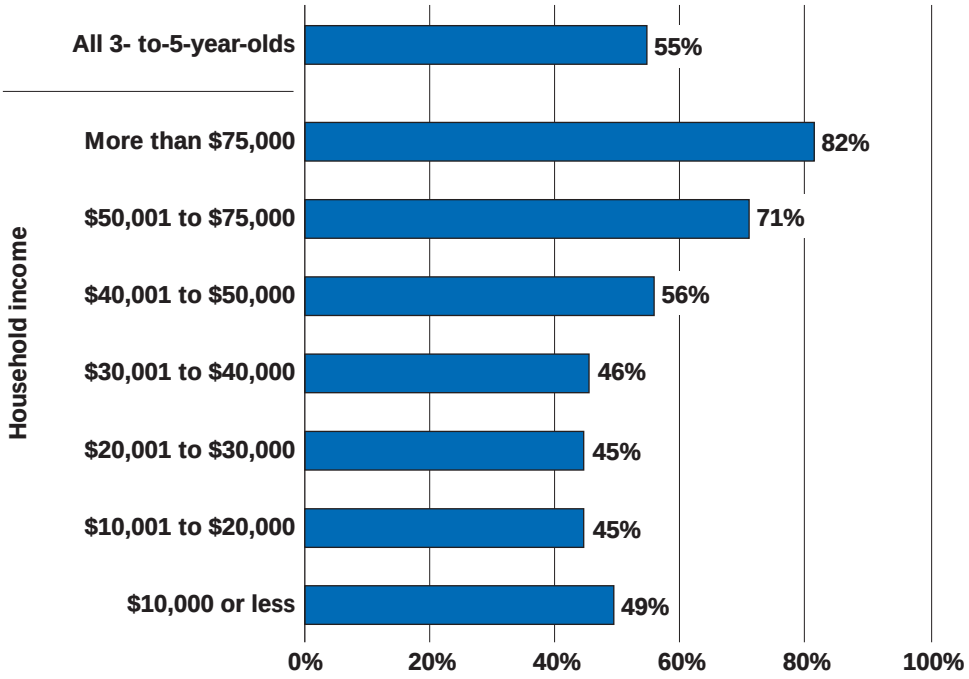
Percentage of 3- to 5-year-olds[2] whose parents[3] regularly[4] engaged them in opportunities to help them learn:[5]

	Went to play, concert, live show, art gallery, museum, historical site, zoo, or aquarium	
	1991	1993
All	48%	42% *
Parents had less than high school education	38%	30%
Parents were high school graduates or had some college	46%	40% *
Parents were college graduates	56%	53%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Excluding those enrolled in kindergarten.
[3] Parent or another family member.
[4] One or more times in the previous month.
[5] Data on family-child learning opportunities other than parent-child outings were not collected prior to 1993.

Source: National Center for Education Statistics and Westat, Inc., 1991, 1992, and 1993
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 9
Preschool Participation
Percentage of 3- to 5-year-olds[1] enrolled in preschool,[2] 1995



[1] Excluding those enrolled in kindergarten.
[2] Includes those enrolled in nursery schools, prekindergarten programs, preschools, daycare centers, and Head Start; also includes 3- to 5-year-olds with disabilities enrolled in preschool.

During 1995, less than half of all 3- to 5-year-olds from households with incomes of $40,000 or less were enrolled in preschool.

Change Since 1991[1]

Percentage of 3- to 5-year-olds[2] enrolled in preschool:[3]

	1991	1995
All 3- to 5-year-olds	53%	55%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Excluding those enrolled in kindergarten.
[3] Includes those enrolled in nursery schools, prekindergarten programs, preschools, daycare centers, and Head Start; also includes 3- to 5-year-olds with disabilities enrolled in preschool.

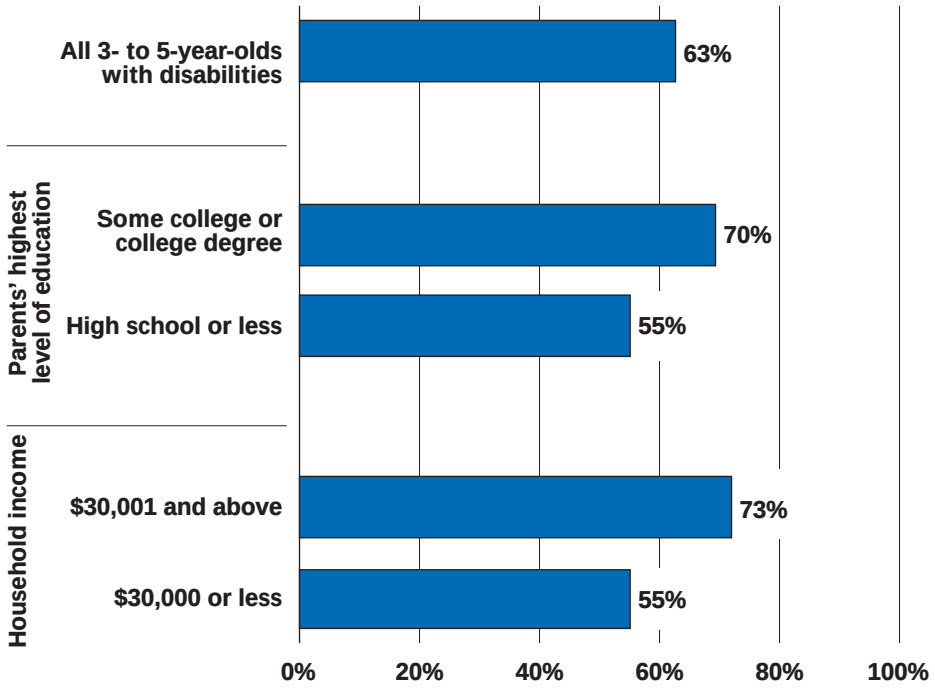
Source: National Center for Education Statistics and Westat, Inc., 1991 and 1995
This exhibit updates information presented in the 1994 Goals Report.

Sixty-three percent of all 3- to 5-year-olds with disabilities attended preschool programs in 1995.

Exhibit 10

Preschool Programs for Children With Disabilities

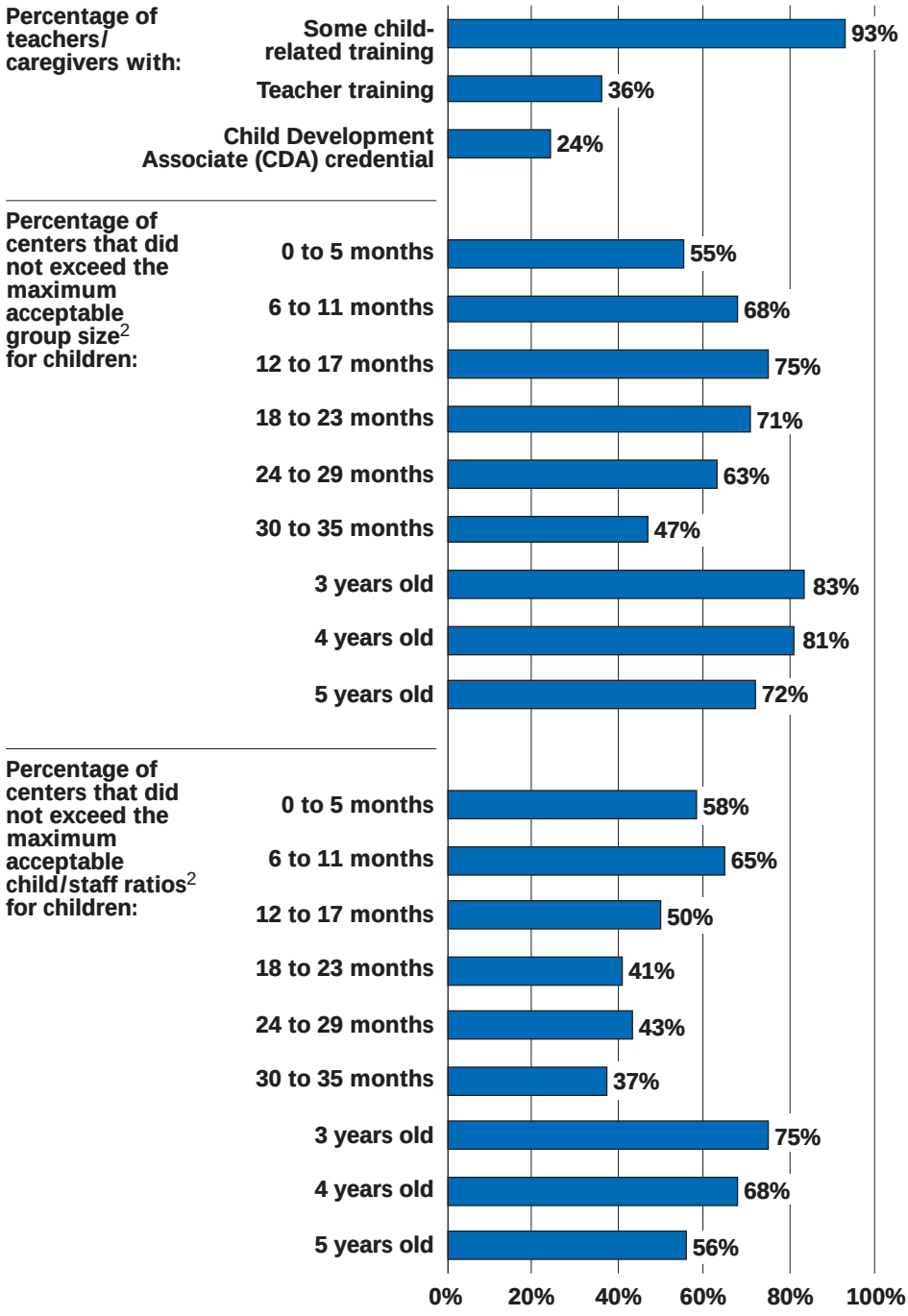
Percentage of 3- to 5-year-olds[1] with disabilities enrolled in preschool,[2] 1995



[1] Excluding those enrolled in kindergarten.
[2] Includes those enrolled in nursery schools, prekindergarten programs, preschools, daycare centers, and Head Start.

Source: National Center for Education Statistics and Westat, Inc., 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

Exhibit 11
Quality of Preschool Centers
Characteristics of preschool centers[1] and teachers, 1990



In 1990, preschool centers were more likely to meet recommended standards for group size and child/staff ratios for 3- to 5-year-olds than for infants and toddlers.

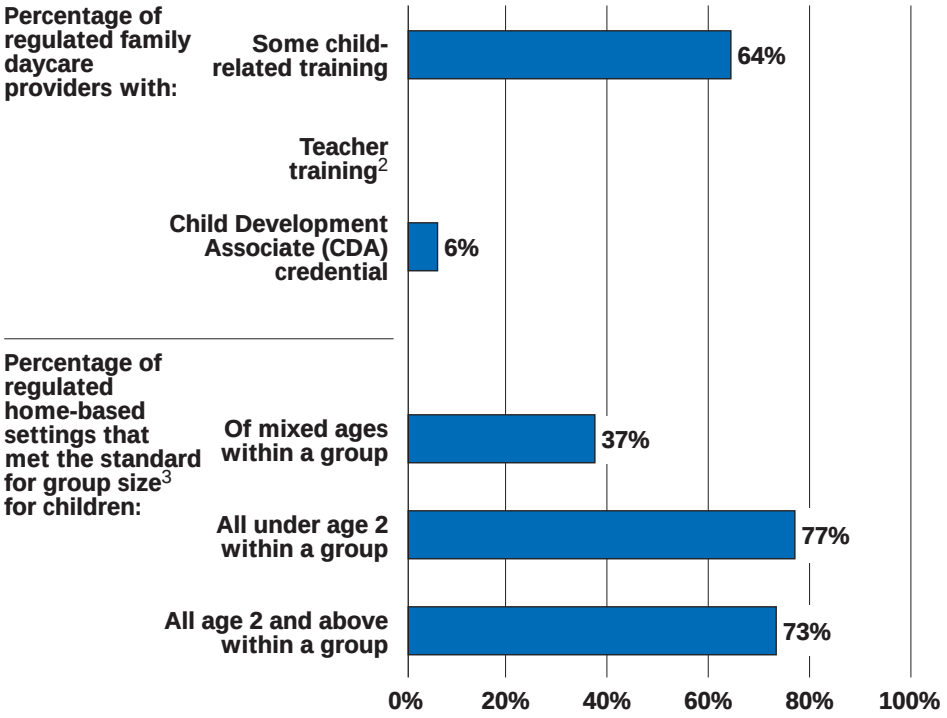
[1] Complete description of preschool centers can be found in Appendix A.
[2] The maximum acceptable group size recommended by the National Association for the Education of Young Children (NAEYC) is 8 for infants, 12 for 1- to 2-year-olds, and 20 for 3- to 5-year-olds. The maximum acceptable child/staff ratio is 10 children per staff member for groups containing 3- to 5-year-olds only, 6 children per staff member for groups containing 2-year-olds only, and 4 children per staff member for groups containing infants and 1-year-olds only. NAEYC standards include an acceptable range of practice on these variables. The figures reported are based on the maximum acceptable numbers, rather than the optimal numbers. Some states also set their own standards in these areas.

Source: Mathematica Policy Research, Inc., 1991 and 1992
This exhibit repeats information presented in the 1994 Goals Report.

Caregivers in home-based preschool settings were less likely than teachers in preschool centers to have child-related training and a Child Development Associate credential.

Exhibit 12
Quality of Home-Based Preschool Settings

Characteristics of regulated home-based preschool settings[1] and regulated family daycare providers, 1990



[1] Complete description of regulated home-based preschool settings can be found in Appendix A.
[2] Data not available.
[3] The standard for group size recommended by Health, Education, and Welfare Day Care Requirements for regulated family daycare providers without helpers who care for children who are all under age 2 within a group is 3. The group size standard for all children aged 2 and above within a group is 6, and the standard for a group of children of mixed ages within a group is 5.

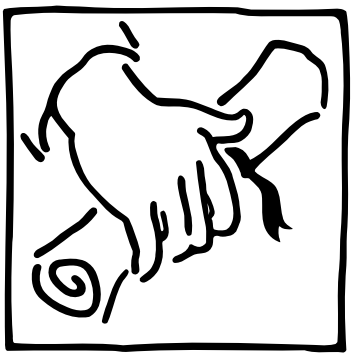
Source: Mathematica Policy Research, Inc., 1991 and 1992
This exhibit repeats information presented in the 1994 Goals Report.

GOAL 2

School Completion

GOAL 2

School Completion



A generation ago, school dropouts did not face insurmountable barriers that prevented them from making a living. Today's young dropouts face a different world. Employment opportunities are expanding for those with higher skill levels—those most able to adapt to technological changes—and rapidly disappearing for those with only rudimentary skills. American workplaces are rapidly changing, and workers with advanced skills are being rewarded with higher wages. The youth who left school before graduating in 1990 can expect to earn less than one-half as much as the high school dropout of 1973. Over a lifetime, today's dropout will earn, on average, $212,000 less than a high school graduate.

These individual decisions to drop out—made by approximately 380,000 youths in grades 10-12 in 1993—have enormous economic consequences for society as well. One-half of the heads of households on welfare failed to finish high school. Of the U.S. prison population in 1992, half were high school dropouts. The average annual cost of supporting one prisoner—$21,400 a year—would provide five children with a year of Head Start. It is much more cost-effective to provide the learning environment and support that enable young people to complete school, rather than pay for the consequences of their decisions to drop out.

Decisions to drop out have more than economic consequences. Dropouts lose connections to adults and influences that can create purpose in their lives, the possibilities for careers, the skills for lifelong learning, healthy choices for themselves, and responsible choices on behalf of others. Families can dramatically influence students staying in school by helping them develop a challenging academic plan, emphasizing the importance of completing high school, and encouraging them to continue on to further job training and/or higher education.

This Volume indicates little if any progress on Goal 2 in recent years. While the high school completion rate for 18- to 24-year-olds increased markedly in the early 1980s, it has remained relatively unchanged since then, and is still short of the Goal of 90 percent. Past reports clearly indicated that while school-related reasons dominate the explanations for dropping out of school, an alarming number of youths cite pregnancy and conflicts with jobs as reasons for dropping out. Obviously, multiple problems—school failure, teenage pregnancies, and disconnections between school and work, to name a few—must be addressed if Goal 2 is to be achieved.

GOAL 2 School Completion

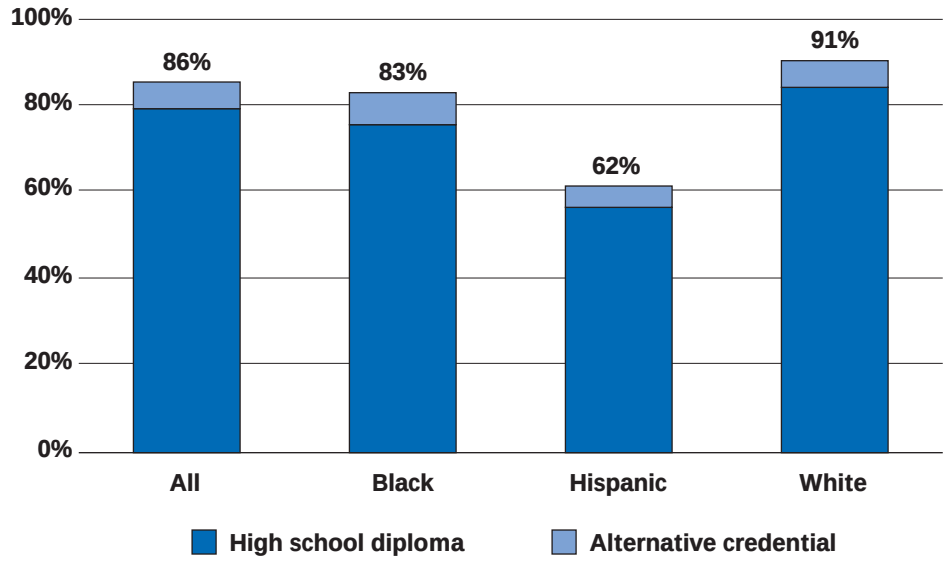
By the year 2000, the high school graduation rate will increase to at least 90 percent.

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.

Exhibit 13
High School Completion Rates

Percentage of 18- to 24-year-olds[1] with a high school credential, 1994



[1] Does not include those still enrolled in high school.

The high school completion rate in 1994 was 86% for 18- to 24-year-olds. Rates for Black and White students were substantially higher than the rate for Hispanics.

Change Since 1990[1]

Percentage of 18- to 24-year-olds[2] with a high school credential:

	1990	1994
All	86%	86%
Black	83%	83%
Hispanic[3]	59%	62%
White	90%	91% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Does not include those still enrolled in high school.
[3] Hispanic rates may vary, over time, more than rates for other groups because of a small sample size.

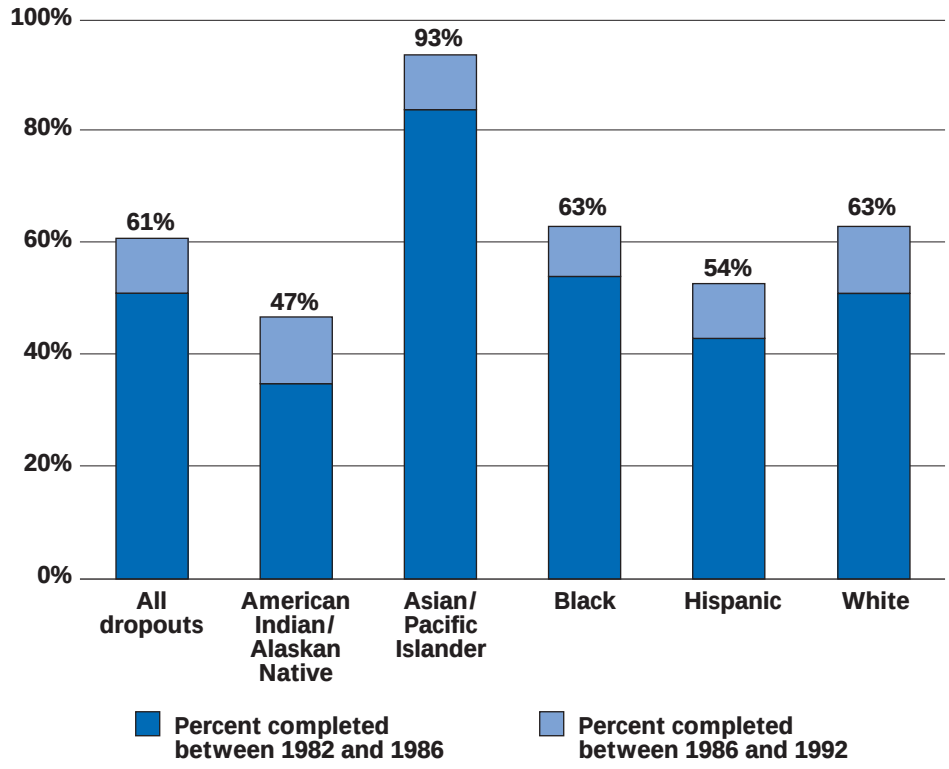
Between 1990 and 1994, the percentage of White 18- to 24-year-olds with a high school credential increased.

Source: National Center for Education Statistics and Management Planning Research Associates, Inc., 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

Exhibit 14

Dropouts Who Completed High School

Percentage of 1980 sophomores who dropped out, but then returned and completed high school by 1992



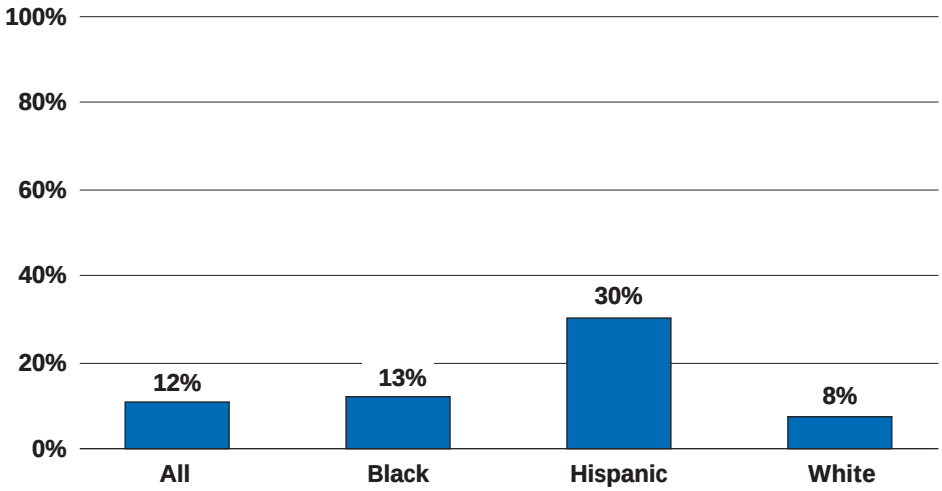
Nearly two-thirds of the 1980 sophomores who dropped out, returned and obtained a high school credential within the following decade. Most of these dropouts completed within four years.

Source: National Center for Education Statistics and Westat, Inc., 1994
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 15
High School Dropout Rates

Percentage of young adults[1] 16 to 24 years old without a high school credential,[2] 1994

The high school dropout rate in 1994 was 12% for 16- to 24-year-olds. The dropout rate for Hispanic students was substantially higher than the rates for Black and White students.



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

Change Since 1990[1]

Between 1990 and 1994, the high school dropout rate decreased among White students.

Percentage of young adults[2] 16 to 24 years old without a high school credential:[3]

	1990	1994
All	12%	12%
Black	13%	13%
Hispanic[4]	32%	30%
White	9%	8% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Does not include those still enrolled in high school.
[3] Includes traditional high school diploma and alternative credential.
[4] Hispanic rates may vary, over time, more than rates for other groups because of a small sample size.

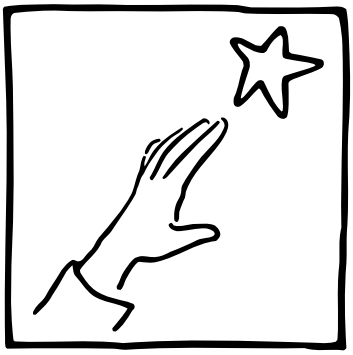
Source: National Center for Education Statistics and Management Planning Research Associates, Inc., 1995
This exhibit updates information presented in the 1994 Goals Report.

GOAL 3

Student Achievement and Citizenship

GOAL 3

Student Achievement and Citizenship



The continued health of our democracy and our national economy depend on high academic achievement by all of our students. In the quest to make all our schools high performance and world-class, the Goals Panel believes there needs to be a focus on rigorous academic standards backed by valid assessments. Thus, it is critical that states and communities develop and adopt:

- Content standards that (a) reflect what we believe all students should know and be able to do, and (b) match or surpass standards for student achievement in other developed countries.

- Performance standards aligned with these content standards. Performance standards should be broadly discussed by each community to define how good is good enough, and the ways we measure achieving these standards need to be accurate and valid.

The National Education Goals Panel recognizes that the most important venues for the development of academic standards and assessments are states and communities. In July, 1995, the Goals Panel approved a new initiative to assist states and communities engaged in developing world-class academic standards and systems of assessment. This initiative includes the following:

- Convening a National Education Goals Panel resource group to develop a description of "world-class" academic standards.

- Creating a National Education Goals Panel resource group focused on assessment and measurement of student achievement.

- Developing a voluntary, nonbinding "peer review" process to give feedback to states on the creation of academic standards and assessments.

States and communities are not alone in their struggle to help our students achieve to high standards. Families can dramatically influence academic performance. When families are positively involved in their children's academic lives, children complete more homework and achieve higher grades and test scores. Research shows that the single most important activity for future academic success is reading aloud to young children. Imagine the achievement levels of American students if every parent took an active interest in their children's academics!

Despite previous years' modest increase in mathematics, reading achievement for 12th graders actually decreased between 1992 and 1994, while reading performance for 4th and 8th graders remained about the same. Voter participation increased among young adults between 1988 and 1992. The data also indicate how far we are from achieving the Goal, especially among minority groups. We are still not expecting and supporting all of our students to attain the academic mastery of which they are capable. Everyone involved — teachers and schools, parents, community members, businesses, and policymakers — must work together to hold our students to high standards and achieve this core academic Goal.

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.

Achievement Level Data from the National Assessment of Educational Progress (NAEP) in Reading, Mathematics, History, and Geography

The data shown in Exhibits 16 to 19 and 22 to 33 should be interpreted with caution. The line signifying the *Goals Panel's performance standard* classifies student performance according to achievement levels devised by the National Assessment Governing Board (NAGB). These achievement level data have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the *Goals Panel's performance standard* have been classified by NAGB as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

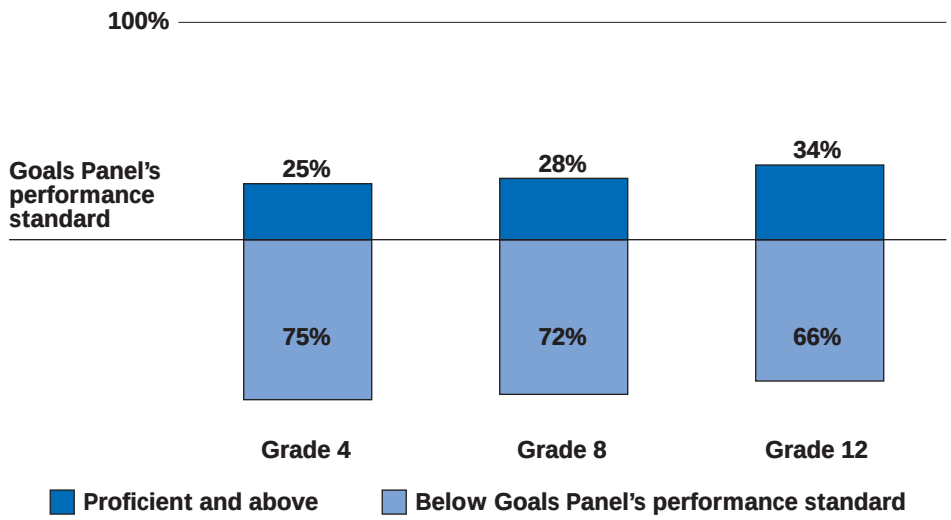
The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and the Commissioner of NCES regard the achievement levels as developmental;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

In addition, reading achievement results are based on data previously released by NCES, and data are undergoing revision.

See Appendix A for further information.

Exhibit 16
Reading Achievement

Percentages of 4th, 8th, and 12th graders who met the Goals Panel's performance standard[1] in reading,[2] 1994



In 1994, approximately one out of every four students in Grades 4 and 8 met the Goals Panel's performance standard in reading. Approximately one-third of all 12th graders met the standard.

[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

Change Since 1992[1]

Percentages of 4th, 8th, and 12th graders who met the Goals Panel's performance standard[2] in reading:[3]

	Proficient and above	
	1992	1994
Grade 4	25%	25%
Grade 8	28%	28%
Grade 12	37%	34% *

Between 1992 and 1994, the percentage of students in Grade 12 who met the Goals Panel's performance standard in reading decreased.

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

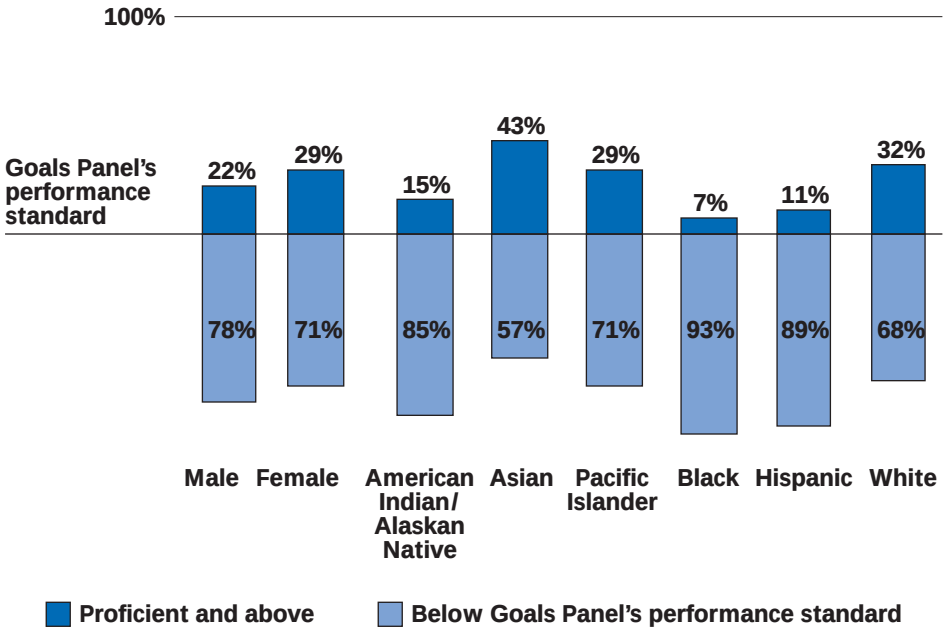
[3] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

Source: National Center for Education Statistics, 1993 and 1995
This exhibit updates information presented in the 1994 Goals Report.

In 1994, the percentage of 4th graders who met the Goals Panel's performance standard in reading ranged from 7% for Blacks to 43% for Asians.

Exhibit 17
Reading Achievement – Grade 4

Percentage of 4th graders who met the Goals Panel's performance standard[1] in reading,[2] 1994



[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

Change Since 1992[1]

Percentage of 4th graders who met the Goals Panel's performance standard[2] in reading:[3]

	Proficient and above	
	1992	1994
Male	22%	22%
Female	28%	29%
American Indian/Alaskan Native	15%	15%
Asian[4]	—	43%
Pacific Islander[4]	—	29%
Black	7%	7%
Hispanic	13%	11%
White	31%	32%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[3] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

[4] Data for Asians and Pacific Islanders were first reported separately in 1994. In prior years, data for the groups were reported in a single category.

Source: National Center for Education Statistics, 1993 and 1995
This exhibit updates information presented in the 1994 Goals Report.

Grade 4 Sample NAEP Reading Items

The passage is from a West African story entitled "Hungry Spider and the Turtle."

EASY

- Example of an easy item on the 4th grade assessment:

  Which best describes Spider's character?

  A Patient
  B Friendly
  C Selfish
  D Angry

- Average percentage of easy items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 87% Proficient = 94% Advanced = [2]

MODERATE

- Example of a moderate item on the 4th grade assessment:

  Who do you think would make a better friend, Spider or Turtle? Explain why.

- Average percentage of moderate items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 69% Proficient = 84% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 4th grade assessment:

  What do Turtle's actions at Spider's house tell you about Turtle?

- Average percentage of challenging items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 50% Proficient = 72% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 4th grade assessment:

  Think about how Turtle is in the story. Pick someone you know, have read about, or have seen in the movies or on television and explain how that person is like either Spider or Turtle.

- Average percentage of very challenging items answered correctly by 4th graders at three achievement levels in 1994:[1]

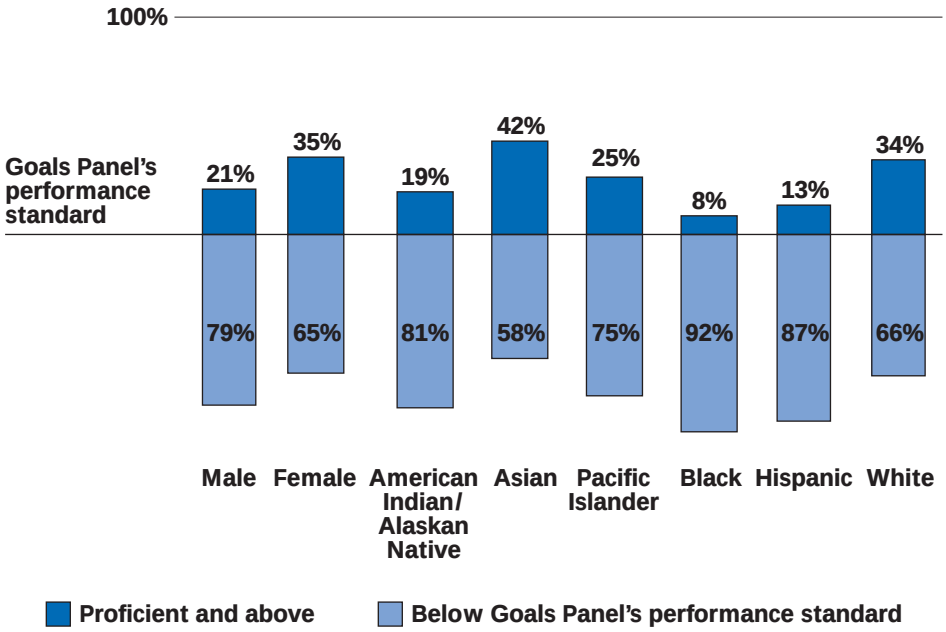
  Basic = 22% Proficient = 41% Advanced = [2]

[1] Note: In 1994, approximately four out of ten 4th graders (42%) were unable to reach the lowest achievement level in reading (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

In 1994, the percentage of 8th graders who met the Goals Panel's performance standard in reading ranged from 8% for Blacks to 42% for Asians.

Exhibit 18
Reading Achievement – Grade 8

Percentage of 8th graders who met the Goals Panel's performance standard[1] in reading,[2] 1994



[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

Change Since 1992[1]

Percentage of 8th graders who met the Goals Panel's performance standard[2] in reading:[3]

	Proficient and above	
	1992	1994
Male	22%	21%
Female	33%	35%
American Indian/Alaskan Native	18%	19%
Asian[4]	—	42%
Pacific Islander[4]	—	25% [5]
Black	8%	8%
Hispanic	13%	13%
White	34%	34%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[3] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

[4] Data for Asians and Pacific Islanders were first reported separately in 1994. In prior years, data for the groups were reported in a single category.

[5] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Source: National Center for Education Statistics, 1993 and 1995
This exhibit updates information presented in the 1994 Goals Report.

Grade 8 Sample NAEP Reading Items

The passage is from a story about the Anasazi entitled "The Lost People of Mesa Verde."

EASY

- Example of an easy item on the 8th grade assessment:

  The title and photograph on the first page of the article are probably meant to make the disappearance of Anasazi seem to be:

  A a personal tragedy
  B a terrible mistake
  C an unsolved mystery
  D an important political event

- Average percentage of easy items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 86% Proficient = 95% Advanced = [2]

MODERATE

- Example of a moderate item on the 8th grade assessment:

  After reading the article, what do you think is the most important information about Anasazi?

- Average percentage of moderate items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 68% Proficient = 86% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 8th grade assessment:

  Imagine that you are living with the people of Mesa Verde during the 1200's when they left the mesa. Some of your friends and neighbors do not want to leave the area. Based on information in the article, what would you tell these people to convince them to leave?

- Average percentage of challenging items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 48% Proficient = 71% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 8th grade assessment:

  Some people say that Anasazi's success as a civilization may have actually caused their own decline. Using information in the article, explain why you agree with this statement.

- Average percentage of very challenging items answered correctly by 8th graders at three achievement levels in 1994:[1]

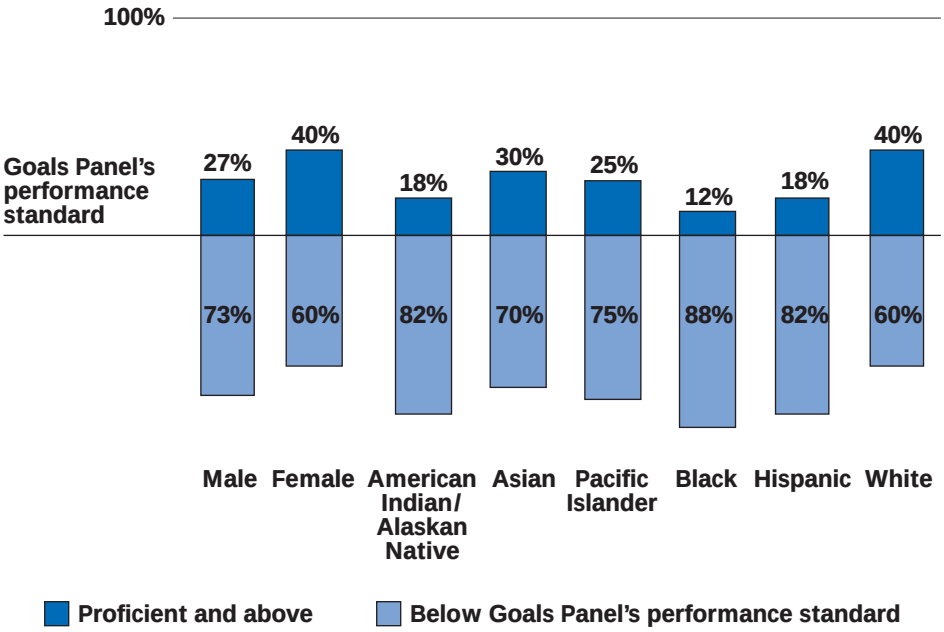
  Basic = 18% Proficient = 37% Advanced = [2]

[1] Note: In 1994, nearly one-third of all 8th graders (31%) were unable to reach the lowest achievement level in reading (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

In 1994, the percentage of 12th graders who met the Goals Panel's performance standard in reading ranged from 12% for Blacks to 40% for Whites.

Exhibit 19
Reading Achievement – Grade 12

Percentage of 12th graders who met the Goals Panel's performance standard[1] in reading,[2] 1994



[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

Between 1992 and 1994, the percentage of male 12th graders who met the Goals Panel's performance standard in reading decreased.

Change Since 1992[1]

Percentage of 12th graders who met the Goals Panel's performance standard[2] in reading:[3]

	Proficient and above	
	1992	1994
Male	31%	27% *
Female	42%	40%
American Indian/Alaskan Native	—[4]	18%[5]
Asian[6]	—	30%
Pacific Islander[6]	—	25%[5]
Black	16%	12%
Hispanic	21%	18%
White	43%	40%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[3] Interpret with caution. Figures are based on data previously released by NCES, and data are undergoing revision. See Appendix A.

[4] Sample size is insufficient to permit a reliable estimate.

[5] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

[6] Data for Asians and Pacific Islanders were first reported separately in 1994. In prior years, data for the groups were reported in a single category.

Source: National Center for Education Statistics, 1993 and 1995.
This exhibit updates information presented in the 1994 Goals Report.

Grade 12 Sample NAEP Reading Items

The passage is from a story by Ray Bradbury entitled "The Flying Machine."

EASY

- Example of an easy item on the 12th grade assessment:

  The Emperor seems to view the Great Wall as a:

  (A) protector of his way of life
  B popular tourist attraction
  C symbol of the human spirit
  D way to prevent people from escaping

- Average percentage of easy items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 86% Proficient = 94% Advanced = [2]

MODERATE

- Example of a moderate item on the 12th grade assessment:

  What does the flying machine symbolize in this story?

- Average percentage of moderate items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 65% Proficient = 81% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 12th grade assessment:

  Some people believe that "The only circumstance in which we are justified in taking the life of another person is in self-defense." Would the Emperor agree with this statement? Explain why or why not, using information contained in the story.

- Average percentage of challenging items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 42% Proficient = 62% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 12th grade assessment:

  Think about the impact of inventions on your life and the Emperor's decision to kill the inventor. Do you agree or disagree with the decision? Tell why.

- Average percentage of very challenging items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 17% Proficient = 31% Advanced = [2]

[1] Note: In 1994, nearly one-third of all 12th graders (30%) were unable to reach the lowest achievement level in reading (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

Exhibit 20

Writing Achievement – Grade 4

Percentage of 4th graders who provided a developed[1] or better response to the following writing tasks, 1992

In 1992, about one in ten 4th graders was able to provide a developed or better response to persuasive writing tasks. Approximately one in four was able to provide a developed or better response to narrative writing tasks, and approximately one in three was able to provide a developed or better response to informative writing tasks. In general, 4th graders provided more thorough responses to informative tasks than to persuasive or narrative tasks.

PERSUASIVE

Watch TV: Write a letter to your teacher expressing an opinion on a proposed law that would prevent children from watching television, and give reasons for your opinion.	**7%**
Space Travelers: Decide whether creatures from another planet should be allowed to return home or be detained for scientific study, and convince the director of the space center of this point of view.	**15%**
Lengthen the School Year: Take a stand on whether school vacations should be shortened and write a letter to your principal arguing for your opinion.	**8%**

NARRATIVE

Pet Dinosaur: Pretend that you have raised a pet dinosaur and write about one of your experiences together.	**24%**
Magical Balloon: Imagine that you own a magical balloon and write about one of your adventures with it.	**29%**
Another Planet: Write a story about an adventure as a space traveler on another planet.	**20%**

INFORMATIVE WRITING

School Lunchtime: Describe a typical lunchtime at your school in such a way that someone who has never had lunch there can understand what it is like.	**39%**
Favorite Story: Tell about a favorite story you have read, heard, or seen on television or at the movies. Include interesting details about characters, places, events, or ideas.	**33%**
Favorite Object: Describe a favorite object and explain why it is valued.	**32%**

[1] A complete description of the scoring system can be found in Appendix A.

Source: National Center for Education Statistics, 1994
This exhibit repeats information presented in the 1994 Goals Report.

Grade 4 Sample Responses to NAEP Writing Tasks

A DEVELOPED[1] RESPONSE BY 4TH GRADERS[2] TO:

A Persuasive Writing Task, "Space Travelers"

Dear Space Center,
I think you should let the space creatures go back to their own planet because they probeley need to live on their planet. They probeley have different food then us and they probeley have different water and different houses and other things like that. They could maybe even die if they don't get the food that they need and the water that they also need. So I don't think that you should keep them and run the testes that you want to. That is my pick.

A Narrative Writing Task, "Magical Balloon"

I was strolling about in my neighborhood. It was a hot, sunny day. As I was strolling something suddenly happened. There was a magic balloon parked right in front of my house. I started walking tward the balloon slowly. When I was close enough I saw that the red, magical balloon was empty, so I started crawling in it. All of a sudden the balloon started floating. I was afraid at first, but then I started getting used to it. The magic balloon took me to another world, with colorful butterflies and hopping toads. It had a pond with water liles. This place was beatiful. It was an adventure. Then the magical balloon returned me home. This was a wonderful and super day.

An Informative Writing Task, "Favorite Story"

It all begain in the 1863. There were a boy named Tim how was a wood cuter he loved to cut woods that was it's job back in 1863. One day Tim went out to cut some woods. He cut the frist one and went to the other one. When he was done with all the cuting, he was very tierd so he said I'll go home and rest and then I'll come back. When He went back home & he saw that his house was birnd, so he said that's ok I'll just get all those woods that I cut down and make a new house for me. He was all done making the house, so he went in and lived happly ever after.

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[1] A complete description of the scoring system can be found in Appendix A.
[2] Student responses, including spelling and grammatical errors, are presented exactly as they were written.

Exhibit 21

Writing Achievement – Grades 8 and 12

Percentages of 8th and 12th graders who provided a developed[1] or better response to the following writing tasks, 1992

Although 12th grade students were able to provide better responses to writing tasks than were 8th grade students, both groups were able to provide more complete answers to informative and narrative writing tasks than to persuasive tasks.

PERSUASIVE

	Grade 8	Grade 12
Lengthen the School Year: Take a stand on whether school vacations should be shortened and write a letter to your principal arguing for your opinion.	22%	
Drug Search: Write an essay for the school board expressing your views about their proposed policy of random drug searches in school. Consider how the proposal affects individual rights and whether it would help control the potential drug problems in schools.	8%	12%
Rating Labels: Take a stand on whether negative rating labels should be used to restrict teenagers from buying certain music, and write a letter to the local committee supporting your opinion with reasons.	7%	14%
Community Service: Write an essay on whether high school students should be required to perform community service before graduation.		12%
No Pass/No Drive:[2] Should the state legislature pass a law that students who receive failing grades will lose their drivers' licenses? Write a letter convincing your congressperson of your point of view.		25%

NARRATIVE

	Grade 8	Grade 12
Another Planet: Write a story about an adventure as a space traveler on another planet.	45%	
Dream Car:[2] Create a dream car and write about an adventure with your imaginary car.	48%	
Embarrassing Incident: Think about an embarrassing situation you have been in and describe what happened.	30%	59%
Grandchildren: Imagine that you are a 70-year-old grandparent. Write a story about something from your youth that you would tell to your grandchildren in the 21st century.	33%	43%

[1] A complete description of the scoring system can be found in Appendix A.
[2] Students were given 50 minutes to respond to this task and 25 minutes for all others.

Exhibit 21 (continued)

Writing Achievement – Grades 8 and 12

Percentages of 8th and 12th graders who provided a developed[1] or better response to the following writing tasks, 1992

NARRATIVE (continued)

	Grade 8	Grade 12
Package: Pretend that someone hands you a package that will change your life and write a story about it.		47%
History Person:[2] Choose any person from history and imagine that you spend a day together. Write a story about what happens.		37%

INFORMATIVE WRITING

	Grade 8	Grade 12
Favorite Object: Describe a favorite object and explain why it is valued.	52%	
Invention: Think of something to invent. Write a letter to the United States Patent Office describing both the object and the need it is designed to fulfull.	26%	27%
Performance Review: Write an article for the school newspaper that reviews a program or performance. Be sure to describe what you liked or disliked, why other people might or might not enjoy it, and what people should know before they go to see it.	34%	42%
Time Capsule: Choose an object to place in a time capsule which will be opened in 50 years. Describe how the object tells something especially interesting or important about people living today.		55%
School Problem:[2] Write to the director of a news program and identify a problem that exists in school. Consider both the causes and effects of the problem.	68%	86%

[1] A complete description of the scoring system can be found in Appendix A.
[2] Students were given 50 minutes to respond to this task and 25 minutes for all others.

Source: National Center for Education Statistics, 1994
This exhibit repeats information presented in the 1994 Goals Report.

Grades 8 and 12 Sample Responses to NAEP Writing Tasks

A DEVELOPED[1] RESPONSE BY 8TH AND 12TH GRADERS[2] TO:

A Persuasive Writing Task, "Drug Search"

I would support a proposal, by the school administrators, to have drug-related crime prevention. Drug related crime in inner city schools has become ridiculous. Someone needs to take action on these teen delinquents.

Drug-related crimes do not usually occur in a small school. Moreover I think steps should be taken to secure the little schools too.

I think all school administrators should consider such a proposal. Administrators, dogs and police are infringing on the rights of students, but what other way is there to stop illegal drug use.

This proposal would most definitely help the drug problems in schools. This would cause teens to be scared to transact drugs on school property or even bring them to school. No teen wants to be embarrassed by the police or administrators in front of his friends. Not only would he or she be embarrassed, but word would get through the school like wildfire. The student should be suspended and unallowed to return to that school indefinitely.

This proposal would surely make teens think before bringing and selling drugs at school. All school administrators should have an open mind and be willing to accept the challenge of ensuring his high school's (teens) future.

A Narrative Writing Task, "Embarrassing Incident"

I caught the ball and slowly started dribbling towards one basket. Each bounce of the basketball echoed in the gym, and with each bounce I gained speed. I glanced over my right shoulder and saw that I had a clean breakaway. My teammates yelled out "Katherine! Katherine!," and I took their excited voices as encouragement. The sweat droplets rolled down my face as I neared the basket. I went up into my lay-up like I had always practiced. One step, two steps, shoot! The ball went through the hoop and I exploded with excitement.

As I turned around with a proud smile on my face, I noticed all of my teammates bent over in anxiety. The crowd was laughing, my coach was yelling, and the other team was cheering. I had shot at the wrong basket!

An Informative Writing Task, "Invention"

Dear United States Patent Office,

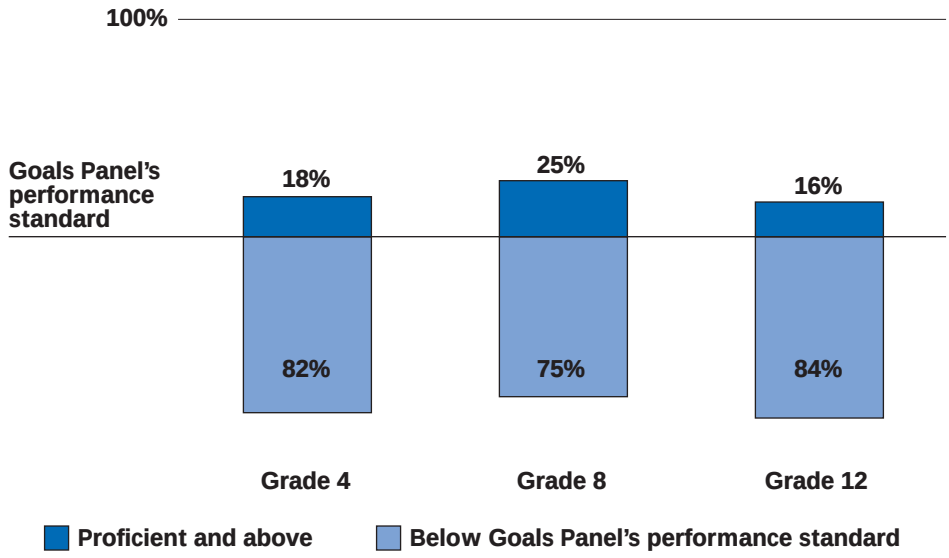
I have a perfect invention. It is a car than runs on water. All it takes is one tank. It can keep on reusing water then once it has turned into vapor the car can create more water. But you have to fill it up once. This would decrease pollution. It will help our environment. It would even help people save money on gas. This car will be able to go pretty fast too. The car would look like any other car. Then you could help get food to other places and it won't take any money. All you have to pay for is the food. This is an idea I had in my dream.

Your friend

[1] A complete description of the scoring system can be found in Appendix A.
[2] Student responses, including spelling and grammatical errors, are presented exactly as they were written.

Exhibit 22
Mathematics Achievement

Percentages of 4th, 8th, and 12th graders who met the Goals Panel's performance standard[1] in mathematics, 1992



In 1992, fewer than one out of every five students in Grades 4 and 12 met the Goals Panel's performance standard in mathematics. One out of every four 8th graders met the standard.

[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

Change Since 1990[1]

Percentages of 4th, 8th, and 12th graders who met the Goals Panel's performance standard[2] in mathematics:

	Proficient and above	
	1990	1992
Grade 4	13%	18% *
Grade 8	20%	25% *
Grade 12	13%	16%

Between 1990 and 1992, the percentages of students in Grades 4 and 8 who met the Goals Panel's performance standard in mathematics increased.

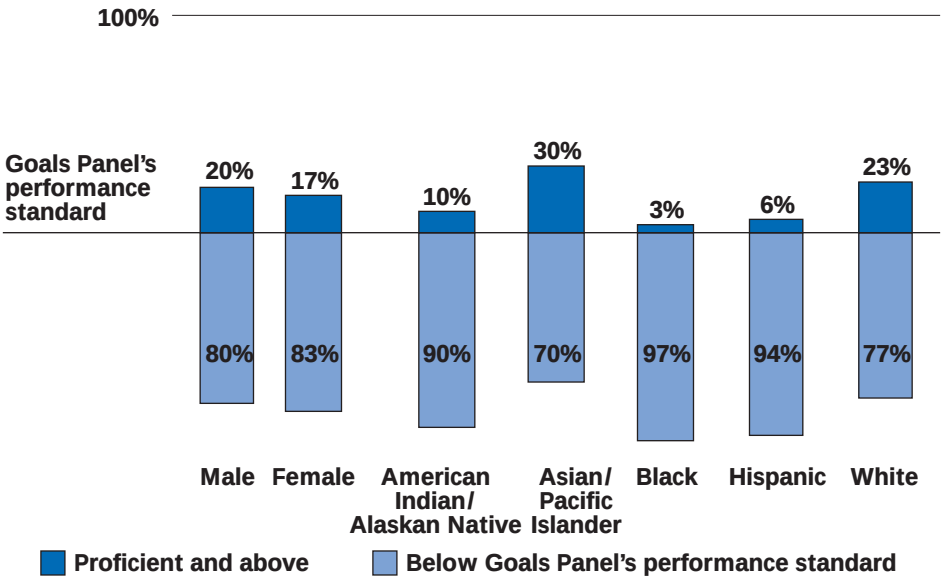
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] The Goals Panel's performance standard is "mastery over challenging subject matter" as 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

In 1992, the percentage of 4th graders who met the Goals Panel's performance standard in mathematics ranged from 3% for Blacks to 30% for Asians/Pacific Islanders.

Exhibit 23
Mathematics Achievement – Grade 4

Percentage of 4th graders who met the Goals Panel's performance standard[1] in mathematics, 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

Between 1990 and 1992, the percentage of White and the percentage of male 4th graders who met the Goals Panel's performance standard in mathematics increased.

Change Since 1990[1]

Percentage of 4th graders who met the Goals Panel's performance standard[2] in mathematics:

	Proficient and above	
	1990	1992
Male	14%	20% *
Female	13%	17%
American Indian/Alaskan Native	5%	10%
Asian/Pacific Islander	24%	30%
Black	2%	3%
Hispanic	5%	6%
White	17%	23% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

Grade 4 Sample NAEP Mathematics Items

EASY

- Example of an easy item on the 4th grade assessment:

  Divide 108 by 9.

  Answer: 12

- Average percentage of easy items answered correctly by 4th graders at three achievement levels in 1992:[1]

  Basic = 71% Proficient = 88% Advanced = 94%

MODERATE

- Example of a moderate item on the 4th grade assessment:

  POINTS EARNED FROM SCHOOL EVENTS

Class	Mathathon	Readathon
Mr. Lopez	425	411
Ms. Chen	328	456
Mrs. Green	447	342

  What was the total number of points earned from the mathathon?

  Answer: 1,200

- Average percentage of moderate items answered correctly by 4th graders at three achievement levels in 1992:[1]

  Basic = 45% Proficient = 72% Advanced = 88%

CHALLENGING

- Example of a challenging item on the 4th grade assessment:

  How much would 217 be increased if the digit 1 were replaced with the digit 5?

  A 4 C 44
  (B) 40 D 400

- Average percentage of challenging items answered correctly by 4th graders at three achievement levels in 1992:[1]

  Basic = 30% Proficient = 56% Advanced = 79%

VERY CHALLENGING

- Example of a very challenging item on the 4th grade assessment:

  Think carefully about the following question. Write a complete answer. You may use drawings, words, and numbers to explain your answer. Be sure to show all of your work.

  José ate ½ of a pizza.
  Ella ate ½ of another pizza.

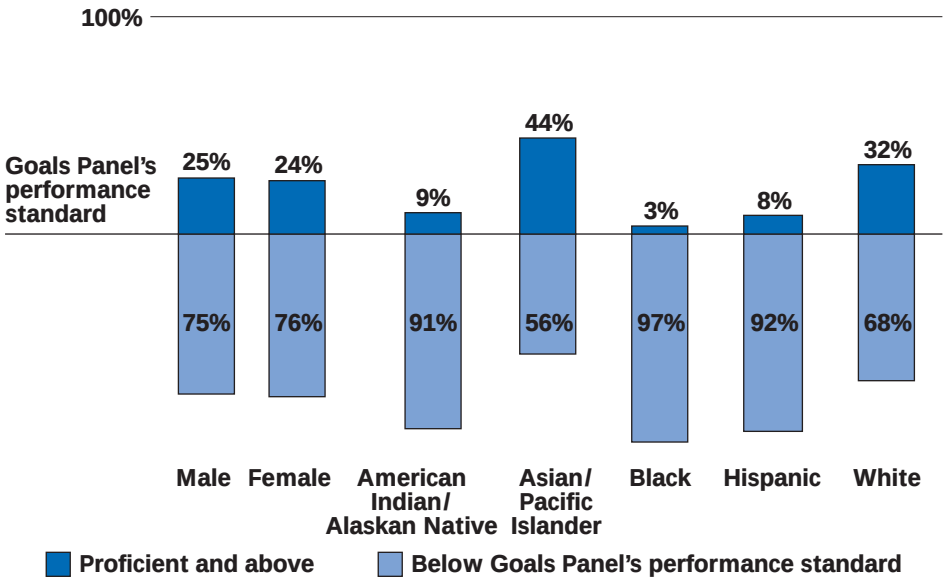
  José said that he ate more pizza than Ella, but Ella said they both ate the same amount. Use words and pictures to show that José could be right.

- Average percentage of very challenging items answered correctly by 4th graders at three achievement levels in 1992:[1]

  Basic = 13% Proficient = 31% Advanced = 60%

[1] Note: In 1992, nearly four out of ten 4th graders (39%) were unable to reach the lowest achievement level in mathematics (Basic). Definitions of the achievement levels can be found in Appendix A.

Exhibit 24
Mathematics Achievement – Grade 8
Percentage of 8th graders who met the Goals Panel's performance standard[1] in mathematics, 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

In 1992, the percentage of 8th graders who met the Goals Panel's performance standard in mathematics ranged from 3% for Blacks to 44% for Asians/Pacific Islanders.

Change Since 1990[1]

Percentage of 8th graders who met the Goals Panel's performance standard[2] in mathematics:

	Proficient and above	
	1990	1992
Male	21%	25%
Female	18%	24% *
American Indian/ Alaskan Native[3]	9%	9%
Asian/Pacific Islander[3]	38%	44%
Black	6%	3%
Hispanic	6%	8%
White	24%	32% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.
[3] Should be interpreted with caution, since 1990 sample size does not allow accurate estimate of sample variability.

Between 1990 and 1992, the percentage of White and the percentage of female 8th graders who met the Goals Panel's performance standard in mathematics increased.

Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

Grade 8 Sample NAEP Mathematics Items

EASY

- Example of an easy item on the 8th grade assessment:

  What number is four hundred five and three-tenths?

A	45.3	C	453
(B)	405.3	D	4,005.3

- Average percentage of easy items answered correctly by 8th graders at three achievement levels in 1992:[1]

  Basic = 84% Proficient = 94% Advanced = 98%

MODERATE

- Example of a moderate item on the 8th grade assessment:

  Jill needs to earn $45.00 for a class trip. She earns $2.00 each day on Mondays, Tuesdays, and Wednesdays, and $3.00 each day on Thursdays, Fridays, and Saturdays. She does not work on Sundays. How many weeks will it take her to earn $45.00?

  Answer: 3 weeks

- Average percentage of moderate items answered correctly by 8th graders at three achievement levels in 1992:[1]

  Basic = 58% Proficient = 83% Advanced = 94%

CHALLENGING

- Example of a challenging item on the 8th grade assessment:

  Ken bought a used car for $5,375. He had to pay an additional 15 percent of the purchase price to cover both sales tax and extra fees. Of the following, which is closest to the *total* amount Ken paid?

A	$806	C	$5,760	(E)	$6,180
B	$5,510	D	$5,940		

- Average percentage of challenging items answered correctly by 8th graders at three achievement levels in 1992:[1]

  Basic = 36% Proficient = 64% Advanced = 85%

VERY CHALLENGING

- Example of a very challenging item on the 8th grade assessment:

  This question requires you to show your work and explain your reasoning. You may use drawings, words, and numbers in your explanation.

  Treena won a 7-day scholarship worth $1,000 to the Pro Shot Basketball Camp. Round-trip travel expenses to the camp are $335 by air or $125 by train. At the camp she must choose between a week of individual instruction at $60 per day or a week of group instruction at $40 per day. Treena's food and other expenses are fixed at $45 per day. If she does not plan to spend any money other than the scholarship, what are *all* choices of travel and instruction plans that she could afford to make? Explain your reasoning.

- Average percentage of very challenging items answered correctly by 8th graders at three achievement levels in 1992:[1]

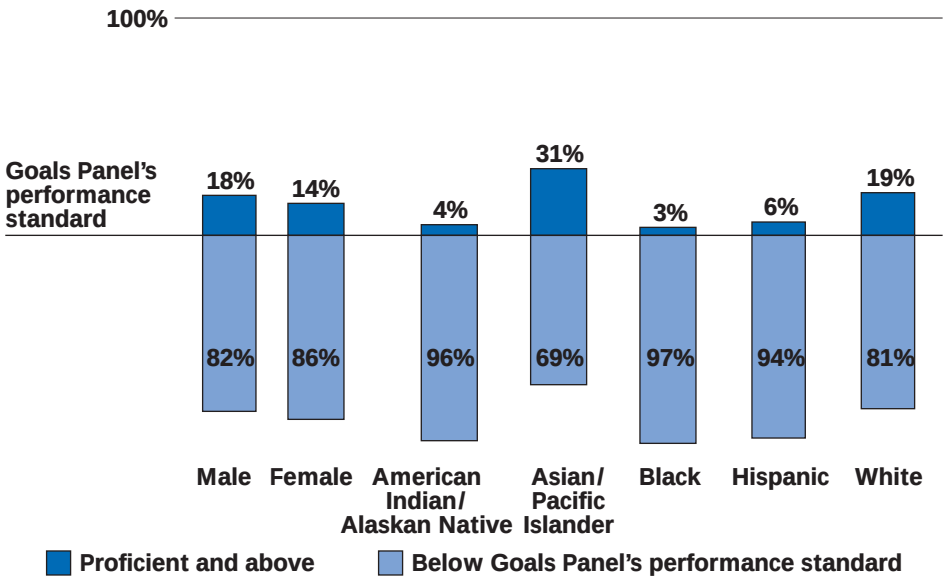
  Basic = 15% Proficient = 29% Advanced = 56%

[1] Note: In 1992, over one-third of all 8th graders (37%) were unable to reach the lowest achievement level in mathematics (Basic). Definitions of the achievement levels can be found in Appendix A.

In 1992, the percentage of 12th graders who met the Goals Panel's performance standard in mathematics ranged from 3% for Blacks to 31% for Asians/ Pacific Islanders.

Exhibit 25
Mathematics Achievement – Grade 12

Percentage of 12th graders who met the Goals Panel's performance standard[1] in mathematics, 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

Change Since 1990[1]

Percentage of 12th graders who met the Goals Panel's performance standard[2] in mathematics:

	Proficient and above	
	1990	1992
Male	16%	18%
Female	10%	14%
American Indian/ Alaskan Native[3]	4%	4%
Asian/Pacific Islander	25%	31%
Black	2%	3%
Hispanic	4%	6%
White	16%	19%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] 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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.
[3] Should be interpreted with caution, since 1990 sample size does not allow accurate estimate of sample variability.

Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

Grade 12 Sample NAEP Mathematics Items

EASY

- Example of an easy item on the 12th grade assessment:

  If k can be replaced by any number, how many different values can the expression $k + 6$ have?

  A None
  B One
  C Six
  D Seven
  E Infinitely many

- Average percentage of easy items answered correctly by 12th graders at three achievement levels in 1992:[1]

  Basic = 82% Proficient = 94% Advanced = 97%

MODERATE

- Example of a moderate item on the 12th grade assessment:

  Raymond must buy enough paper to print 28 copies of a report that contains 64 sheets of paper. Paper is only available in packages of 500 sheets. How many whole packages of paper will he need to buy to do the printing?

  Answer: 4

- Average percentage of moderate items answered correctly by 12th graders at three achievement levels in 1992:[1]

  Basic = 56% Proficient = 84% Advanced = 93%

CHALLENGING

- Example of a challenging item on the 12th grade assessment:

  If $f(x) = 4x^2 - 7x + 5.7$, what is the value of $f(3.5)$?

  Answer: 30.2

- Average percentage of challenging items answered correctly by 12th graders at three achievement levels in 1992:[1]

  Basic = 30% Proficient = 62% Advanced = 83%

VERY CHALLENGING

- Example of a very challenging item on the 12th grade assessment:

  This question requires you to show your work and explain your reasoning. You may use drawings, words, and numbers in your explanation.

  One plan for state income tax requires those persons with income of $10,000 or less to pay no tax and those persons with income greater than $10,000 to pay a tax of 6 percent only on the part of their income that exceeds $10,000. A person's *effective* tax rate is defined as the percent of total income that is paid in tax. Based on this definition, could any person's effective tax rate be 5 percent? Could it be 6 percent? Explain your answer. Include examples if necessary to justify your conclusions.

- Average percentage of very challenging items answered correctly by 12th graders at three achievement levels in 1992:[1]

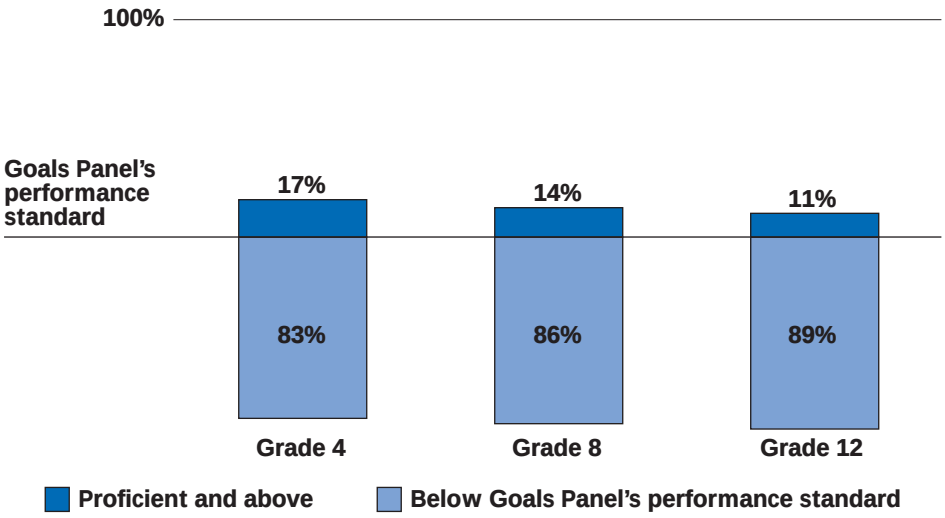
  Basic = 9% Proficient = 31% Advanced = 62%

[1] Note: In 1992, over one-third of all 12th graders (36%) were unable to reach the lowest achievement level in mathematics (Basic). Definitions of the achievement levels can be found in Appendix A.

Exhibit 26
History Achievement

Percentages of 4th, 8th, and 12th graders who met the Goals Panel's performance standard[1] in history, 1994

In 1994, approximately one out of every six students in Grades 4 and 8 met the Goals Panel's performance standard in history. About one out of every nine 12th graders met the standard.



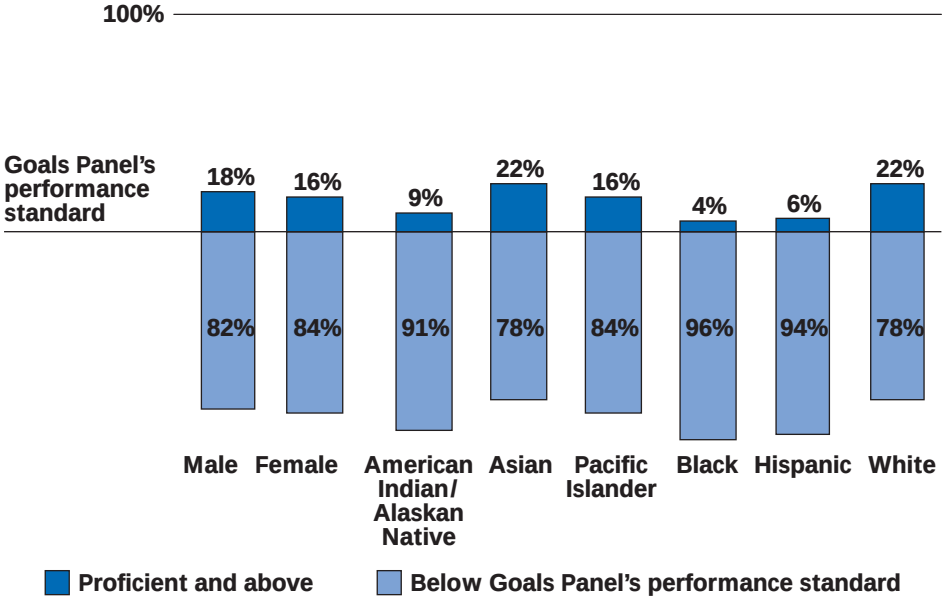
[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported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

Source: National Center for Education Statistics, 1995

Exhibit 27
History Achievement – Grade 4

Percentage of 4th graders who met the Goals Panel's performance standard[1] in history, 1994

In 1994, the percentage of 4th graders who met the Goals Panel's performance standard in history ranged from 4% for Blacks to 22% for Asians and Whites.



[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

Source: National Center for Education Statistics, 1995

Grade 4 Sample NAEP History Items

EASY

- Example of an easy item on the 4th grade assessment:

  Which area became part of the United States last?

  (A) Hawaii
  B Texas
  C Oregon
  D Alaska

- Average percentage of easy items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 71% Proficient = 85% Advanced = [2]

MODERATE

- Example of a moderate item on the 4th grade assessment:

  What is the purpose of the Bill of Rights?

  A To say how much Americans should pay in taxes
  (B) To protect freedoms like freedom of speech
  C To describe the jobs of the President and Congress
  D To make Washington, DC the capital of the United States

- Average percentage of moderate items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 47% Proficient = 70% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 4th grade assessment:

  Which war did the United States enter to prevent the spread of communism?

  A The Mexican-American War
  B The First World War
  C The Second World War
  (D) The Vietnam War

- Average percentage of challenging items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 32% Proficient = 52% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 4th grade assessment:

  Imagine you could use a time machine to visit the past. You have landed in Philadelphia in the summer of 1776. Describe an important event that is happening.

- Average percentage of very challenging items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 13% Proficient = 28% Advanced = [2]

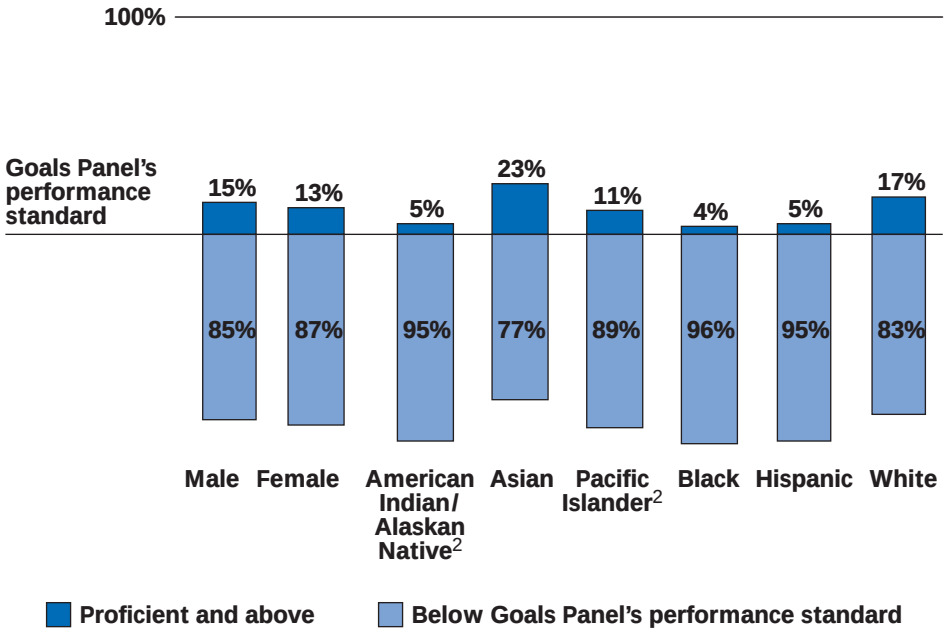
[1] Note: In 1994, over one-third of all 4th graders (36%) were unable to reach the lowest achievement level in history (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

In 1994, the percentage of 8th graders who met the Goals Panel's performance standard in history ranged from 4% for Blacks to 23% for Asians.

Exhibit 28

History Achievement – Grade 8

Percentage of 8th graders who met the Goals Panel's performance standard[1] in history, 1994



[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Source: National Center for Education Statistics, 1995

Grade 8 Sample NAEP History Items

EASY

- Example of an easy item on the 8th grade assessment:

  (Student is shown a portion of text beginning, "we hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness . . .")

  The primary author of the document was:

  A George Washington
  B John Marshall
  C Robert E. Lee
  (D) Thomas Jefferson

- Average percentage of easy items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 84% Proficient = 94% Advanced = [2]

MODERATE

- Example of a moderate item on the 8th grade assessment:

  Magellan's expedition was significant because it was the first to:

  (A) circle the world
  B reach South America
  C bring horses to the Americas
  D sail around Africa

- Average percentage of moderate items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 60% Proficient = 81% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 8th grade assessment:

  The Monroe Doctrine was intended to:

  A promote United States trade with China
  B help keep peace in Europe
  (C) discourage European involvement in the Americas
  D protect United States business in Japan and Korea

- Average percentage of challenging items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 37% Proficient = 62% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 8th grade assessment:

  What was one consequence of Nat Turner's rebellion?

  A Large numbers of slaves fled to the North
  B Slave revolts broke out throughout the South
  C Conditions for slaves on many southern plantations improved
  (D) Southern states passed laws designed to tightly control slaves

- Average percentage of very challenging items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 13% Proficient = 33% Advanced = [2]

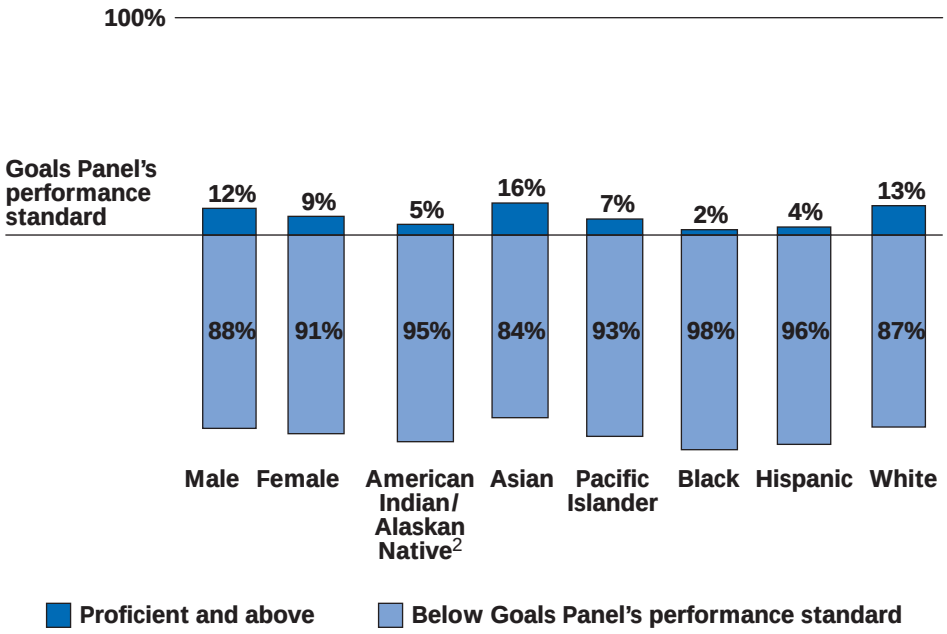
[1] Note: In 1994, approximately four out of every ten 8th graders (39%) were unable to reach the lowest achievement level in history (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

In 1994, the percentage of 12th graders who met the Goals Panel's performance standard in history ranged from 2% for Blacks to 16% for Asians.

Exhibit 29

History Achievement – Grade 12

Percentage of 12th graders who met the Goals Panel's performance standard[1] in history, 1994



[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Source: National Center for Education Statistics, 1995

Grade 12 Sample NAEP History Items

EASY

- Example of an easy item on the 12th grade assessment:

  Many American colonies believed the Stamp Act (1765) represented a form of:

  (A) taxation without representation
  B colonial self-government
  C compromise with the British Parliament
  D limitation on international trade

- Average percentage of easy items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 84% Proficient = 93% Advanced = [2]

MODERATE

- Example of a moderate item on the 12th grade assessment:

  An important factor leading the United States to enter the First World War was:

  A the existence of treaties between the United States, Great Britain, and Austria-Hungary
  B the United States policy of opposing communism
  (C) German attacks on United States shipping
  D Russian attacks on United States settlements on the Aleutian Islands

- Average percentage of moderate items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 62% Proficient = 81% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 12th grade assessment:

  President Franklin D. Roosevelt's goal in supporting the Lend-Lease Act of 1941 was to:

  A encourage Japanese-Americans to relocate voluntarily
  B use foreign investment as a way of stimulating the American economy
  C maintain an isolationist stance by providing only limited aid to both sides in the European conflict
  (D) assist Britain's war effort without violating United States neutrality laws

- Average percentage of challenging items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 43% Proficient = 66% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 12th grade assessment:

  Religious groups played a major role in many of the reform movements of the 1800's and early 1900's. Select one reform movement (such as the abolition movement, temperance movement, or the settlement house movement) and identify two reasons that religious groups were important to this movement.

- Average percentage of very challenging items answered correctly by 12th graders at three achievement levels in 1994:[1]

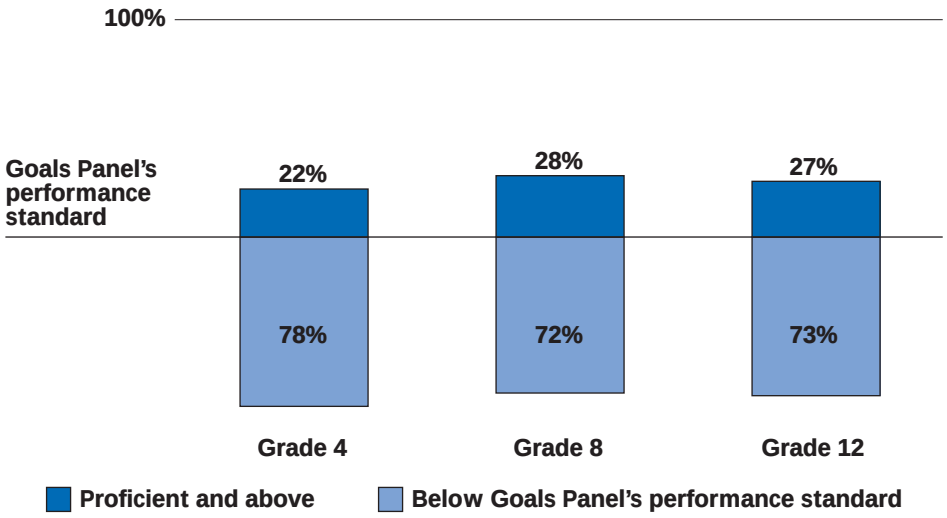
  Basic = 20% Proficient = 40% Advanced = [2]

[1] Note: In 1994, over one-half of all 12th graders (57%) were unable to reach the lowest achievement level in history (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

Exhibit 30
Geography Achievement

Percentages of 4th, 8th, and 12th graders who met the Goals Panel's performance standard[1] in geography, 1994

In 1994, approximately one out of every four students in Grades 4, 8, and 12 met the Goals Panel's performance standard in geography.



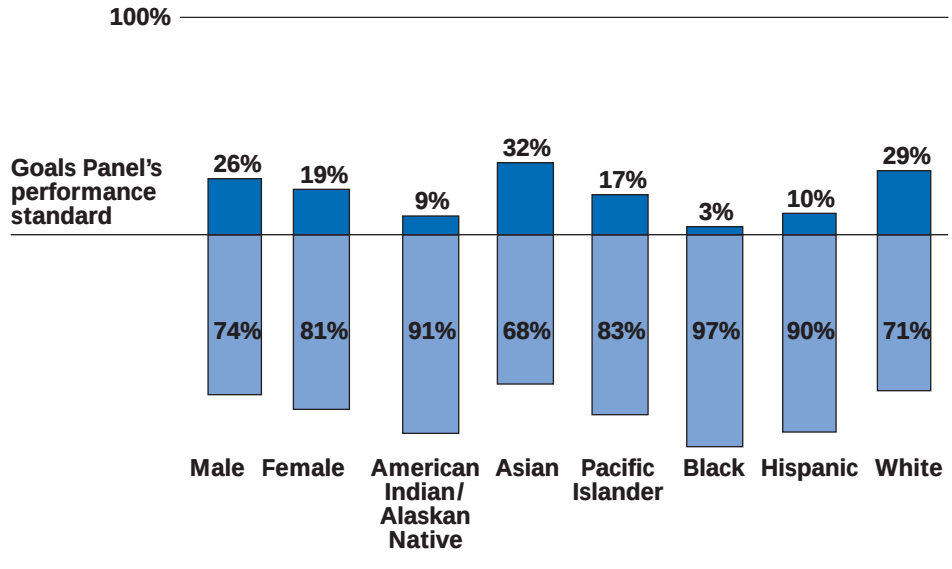
[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported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

Source: National Center for Education Statistics, 1995

Exhibit 31
Geography Achievement – Grade 4

Percentage of 4th graders who met the Goals Panel's performance standard[1] in geography, 1994

In 1994, the percentage of 4th graders who met the Goals Panel's performance standard in geography ranged from 3% for Blacks to 32% for Asians.



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Source: National Center for Education Statistics, 1995

Grade 4 Sample NAEP Geography Items

EASY

- Example of an easy item on the 4th grade assessment:

  Most air and water pollution is caused by:

  A ocean currents
  (B) people
  C earthquakes
  D animals

- Average percentage of easy items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 76% Proficient = 90% Advanced = [2]

MODERATE

- Example of a moderate item on the 4th grade assessment:

  Which landforms were most likely created by the eruption of volcanoes?

  A Plains
  (B) Mountains
  C Canyons
  D Deltas

- Average percentage of moderate items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 57% Proficient = 81% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 4th grade assessment:

  Look first at the political map of Africa on page 61, and then look at the population map on page 63. Which country in West Africa is the most densely populated?

  A Liberia
  B Mauritania
  C Mali
  (D) Nigeria

- Average percentage of challenging items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 35% Proficient = 59% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 4th grade assessment:

  (Student is allowed to consult a world map in an atlas to answer the following question.) Which of these four countries is crossed by the equator?

  A Bolivia
  B Australia
  C India
  (D) Indonesia

- Average percentage of very challenging items answered correctly by 4th graders at three achievement levels in 1994:[1]

  Basic = 16% Proficient = 36% Advanced = [2]

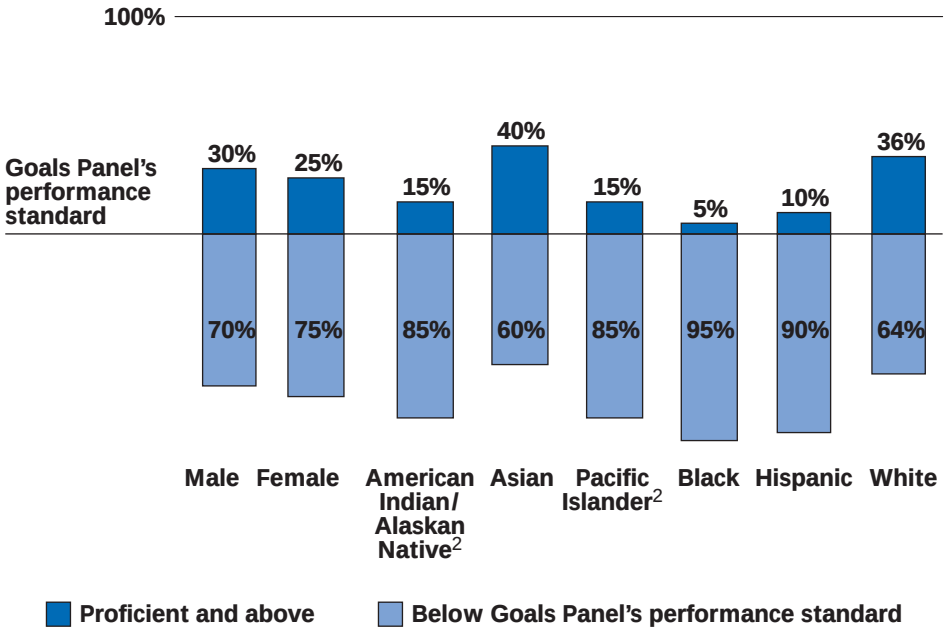
[1] Note: In 1994, approximately three out of ten 4th graders (30%) were unable to reach the lowest achievement level in geography (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

In 1994, the percentage of 8th graders who met the Goals Panel's performance standard in geography ranged from 5% for Blacks to 40% for Asians.

Exhibit 32

Geography Achievement – Grade 8

Percentage of 8th graders who met the Goals Panel's performance standard[1] in geography, 1994



[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Source: National Center for Education Statistics, 1995

Grade 8 Sample NAEP Geography Items

EASY

- Example of an easy item on the 8th grade assessment:

  (Student is shown bar graph of world oil reserves in six countries in 1986: Saudi Arabia, Kuwait, Soviet Union, Iran, Mexico, and the United States.)
  According to the graph above, the largest oil reserves in 1986 were in the:

  A Gulf of Mexico
  B Carribean region
  (C) Persian Gulf region
  D Gulf of Guinea

- Average percentage of easy items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 82% Proficient = 93% Advanced = [2]

MODERATE

- Example of a moderate item on the 8th grade assessment:

  In ancient Greece, most towns were built on tops of hills primarily because:

  A it was easier to find water on hilltops than lowlands
  B temperatures were warmer at higher elevations
  (C) defending a hill town was easier than defending a lowland town
  D people in early Greece did not rely on farming for food

- Average percentage of moderate items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 60% Proficient = 82% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 8th grade assessment:

  What would a scientist probably study to predict where acid rain would fall?

  A The atomic structures of sulfur, nitrogen, and oxygen
  B Mass-transit systems that serve major cities
  (C) Wind patterns that prevail over major manufacturing areas
  D The location of sewage treatment plants

- Average percentage of challenging items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 43% Proficient = 67% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 8th grade assessment:

  In the United States, most of the fertile soils of the Midwest were derived from:

  (A) glaciers
  B volcanic activity
  C decaying organic matter
  D eroded sandstone

- Average percentage of very challenging items answered correctly by 8th graders at three achievement levels in 1994:[1]

  Basic = 14% Proficient = 30% Advanced = [2]

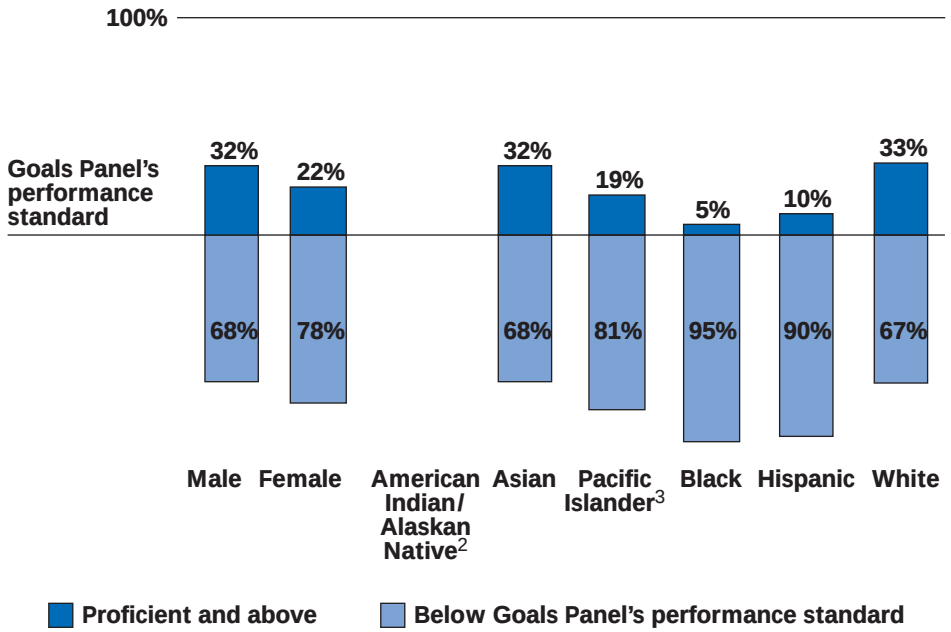
[1] Note: In 1994, approximately three out of ten 8th graders (29%) were unable to reach the lowest achievement level in geography (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

In 1994, the percentage of 12th graders who met the Goals Panel's performance standard in geography ranged from 5% for Blacks to 33% for Whites.

Exhibit 33

Geography Achievement – Grade 12

Percentage of 12th graders who met the Goals Panel's performance standard[1] in geography, 1994



[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 NAEP publications. A more complete description of the performance standard can be found in Appendix A.

[2] Sample size is insufficient to permit a reliable estimate.

[3] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Source: National Center for Education Statistics, 1995

Grade 12 Sample NAEP Geography Items

EASY

- Example of an easy item on the 12th grade assessment:

  (Student is shown a map of western hemisphere, with four locations highlighted: Rome, Jerusalem, Mecca, and Benares.)
  The four locations indicated on the map above are:

  A capitals of highly industrialized nations
  B the world's four most densely populated cities
  C areas of highest elevation
  (D) religious centers

- Average percentage of easy items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 84% Proficient = 95% Advanced = [2]

MODERATE

- Example of a moderate item on the 12th grade assessment:

  Look at the time zone map on page 17 of the atlas. If it is noon in Rio de Jeneiro, the time in Cairo is:

  (A) 5 p.m.
  B 2 a.m.
  C noon
  D 7 a.m.

- Average percentage of moderate items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 66% Proficient = 86% Advanced = [2]

CHALLENGING

- Example of a challenging item on the 12th grade assessment:

  Many people in the Caribbean are of West African descent. Which of the following is the best explanation for this?

  A Rapid urbanization
  (B) The use of slaves in plantation agriculture
  C Religious persecution in the countries of origin
  D Economic opportunity

- Average percentage of challenging items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 45% Proficient = 70% Advanced = [2]

VERY CHALLENGING

- Example of a very challenging item on the 12th grade assessment:

  Which of the following countries has the largest volume and value of trade with the United States?

  A Japan
  B Great Britain
  (C) Canada
  D Germany

- Average percentage of very challenging items answered correctly by 12th graders at three achievement levels in 1994:[1]

  Basic = 14% Proficient = 33% Advanced = [2]

[1] Note: In 1994, approximately three out of ten 12th graders (30%) were unable to reach the lowest achievement level in geography (Basic). Definitions of the achievement levels can be found in Appendix A.
[2] Sample size is insufficient to permit a reliable estimate.

Average Science Score

	1977	1992	Change[1]
Age 9			
All students	220	231	+
Black	175	200	+
Hispanic	192	205	+
White	230	239	+
Age 13			
All students	247	258	+
Black	208	224	+
Hispanic	213	238	+
White	256	267	+
Age 17			
All students	290	294	+
Black	240	256	+
Hispanic	262	270	NS
White	298	304	+

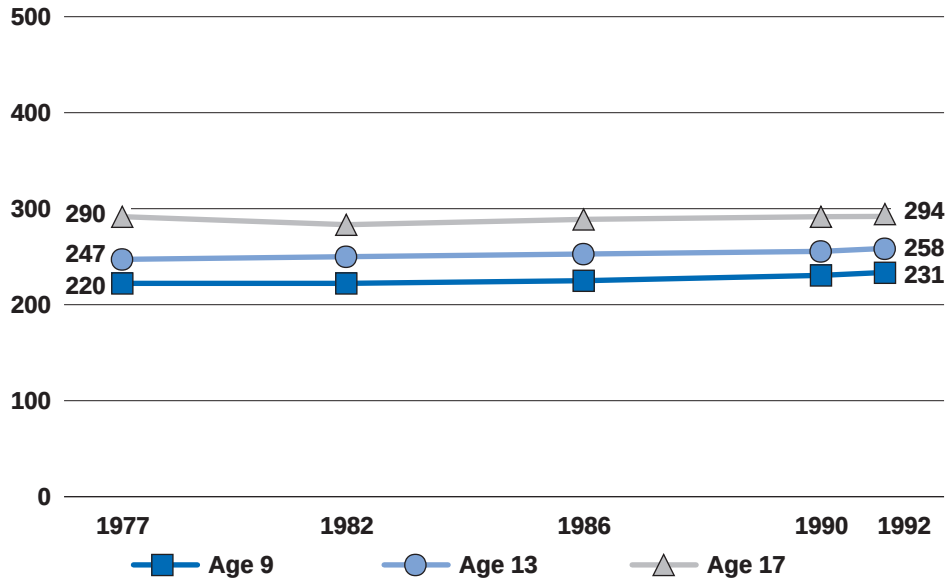
[1] + means statistically significant increase.
– means statistically significant decrease.
NS means no statistically significant change.

Average science scores for students 9, 13, and 17 years old increased between 1977 and 1992.

Exhibit 34

Trends in Science Proficiency

Average science score[1] on a scale of 0 to 500 for students 9, 13, and 17 years old, 1977 to 1992



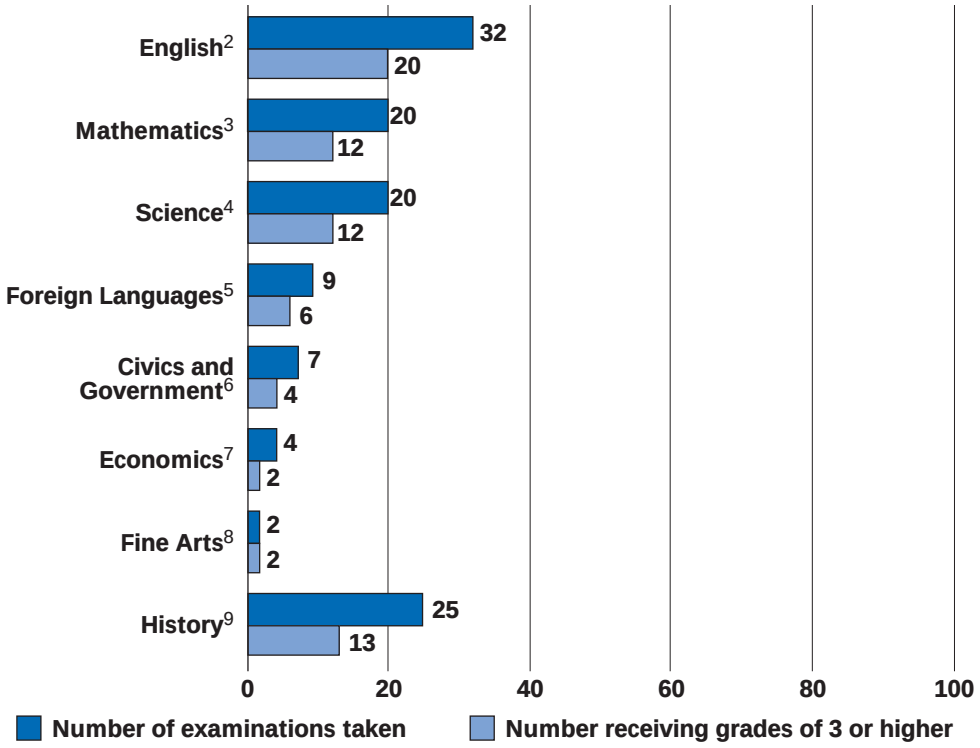
[1] Complete descriptions of each level can be found in Appendix A.

Source: National Center for Education Statistics, 1994
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 35

Advanced Placement Results – English, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Fine Arts, and History

Number of examinations taken (per 1,000 11th and 12th graders), and number receiving grades of 3 or higher (per 1,000 11th and 12th graders),[1] 1995



[1] A grade of 3 or higher is generally high enough to make students eligible for college credit.
[2] Includes Language & Composition and Literature & Composition.
[3] Includes Calculus AB and Calculus BC.
[4] Includes Biology, Chemistry, Physics B, Physics C (Mechanics), and Physics C (Electricity and Magnetism).
[5] Includes French Language, French Literature, Spanish Language, Spanish Literature, and German.
[6] Includes Government & Politics—U.S., and Government & Politics—Comparative.
[7] Includes Microeconomics and Macroeconomics.
[8] Includes Art History, Studio Art (Drawing and General), and Music Theory.
[9] Includes U.S. History and European History.

For every 1,000 11th and 12th graders enrolled in 1995, more Advanced Placement examinations were taken in English, mathematics, science, and history than in foreign languages, civics and government, economics, and fine arts.

Change Since 1991

Number of Advanced Placement examinations taken (per 1,000 11th and 12th graders), and number receiving grades of 3 or higher (per 1,000 11th and 12th graders):

	Total number taken		Number with grades of 3 or higher	
	1991	1995	1991	1995
English	23	32	16	20
Mathematics	15	20	10	12
Science	13	20	9	12
Foreign Languages	7	9	5	6
Civics and Government	4	7	3	4
Economics	2	4	1	2
Fine Arts	2	2	1	2
History	20	25	11	13

Between 1991 and 1995, the number of Advanced Placement examinations taken (per 1,000 11th and 12th graders) increased in all subject areas except fine arts. The number of examinations receiving grades of 3 or higher (per 1,000 11th and 12th graders) increased in all subject areas.

Source: The College Board, 1991 and 1995
This exhibit updates information presented in the 1994 Goals Report.

In 1992, 44% of 12th graders reported that they performed community service during the past two years.

Exhibit 36

Community Service

Percentage of 12th graders reporting that they performed community service during the past two years, 1992

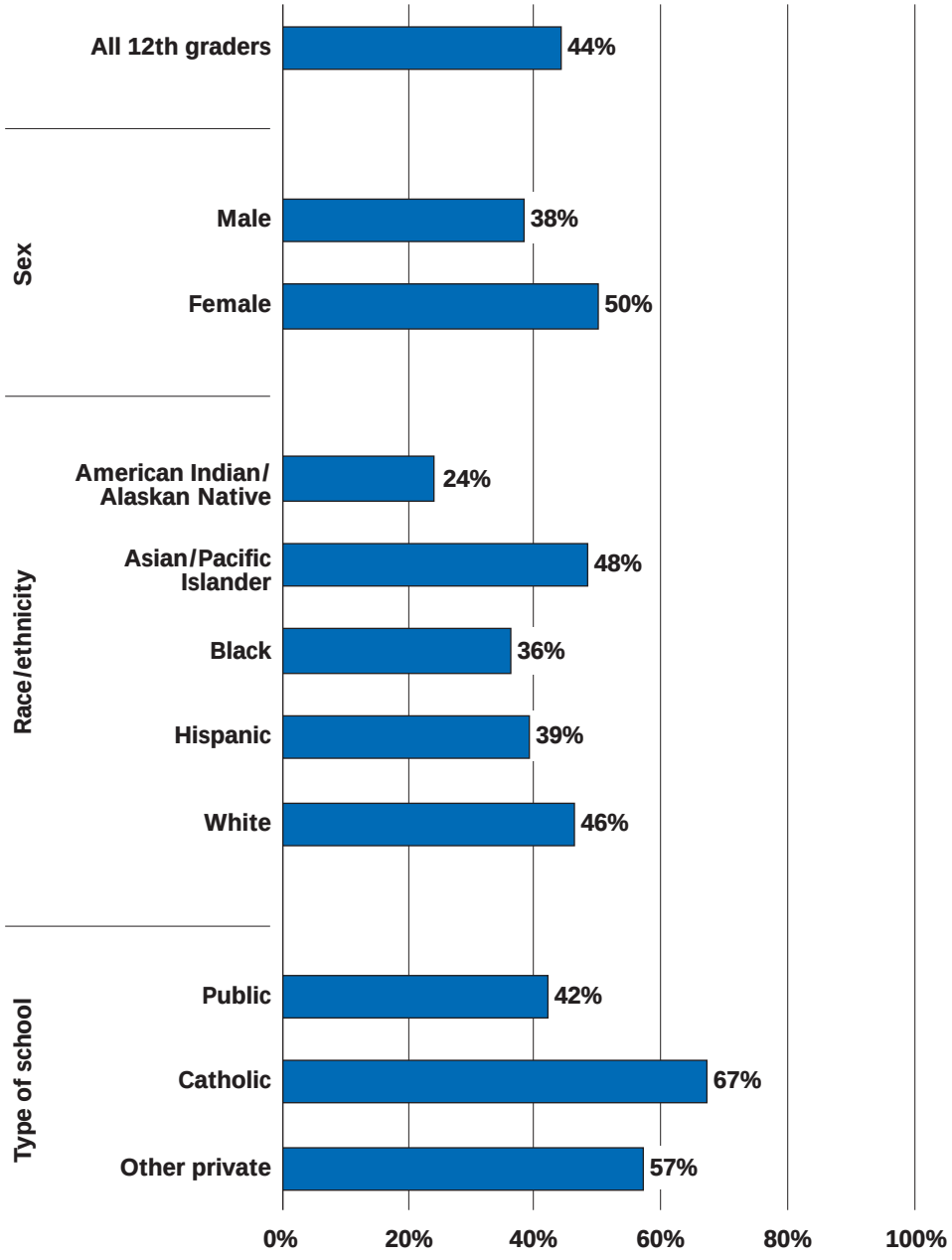
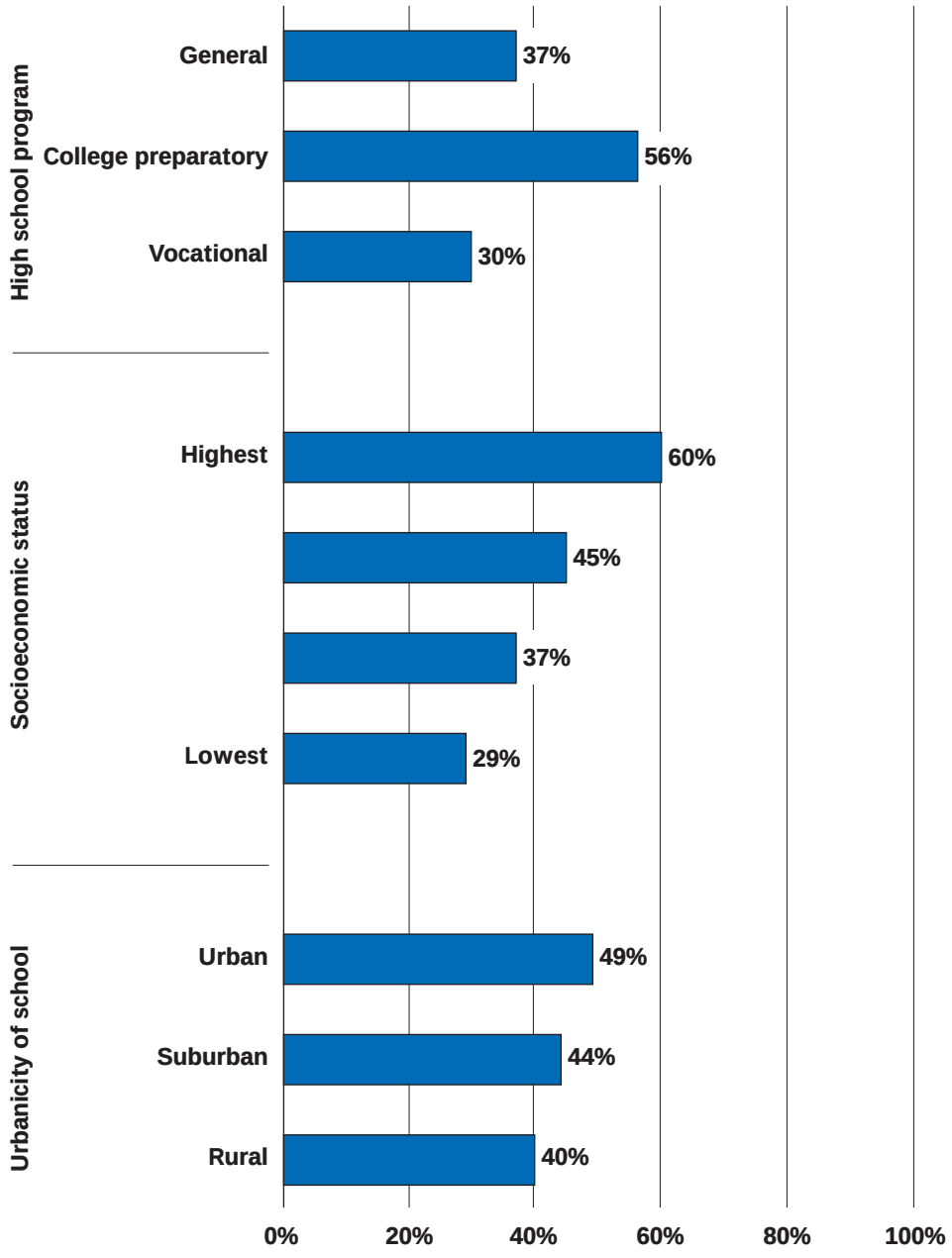


Exhibit 36 (continued)

Community Service

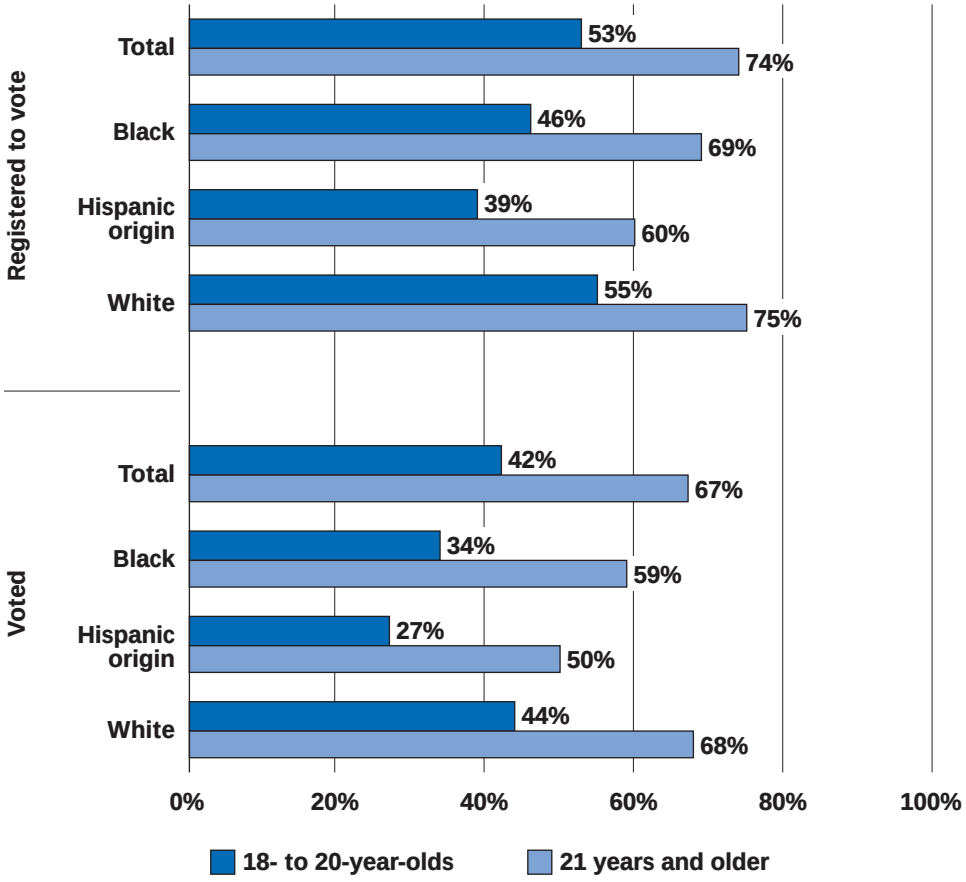
Percentage of 12th graders reporting that they performed community service during the past two years, 1992



Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 37
Young Adult Voter Registration and Voting

Percentage of all U.S. citizens 18 to 20 years old and 21 years and older who reported that they registered to vote and who reported that they voted, 1992



Voter registration and voting are more common practices among older populations than among younger ones. In 1992, 53% of all U.S. citizens 18 to 20 years old reported that they registered to vote, compared to nearly three-fourths of those 21 years and older. Forty-two percent of 18- to 20-year-olds reported that they voted, while 67% of those 21 and older reported that they voted.

Between 1988 and 1992, reported rates of voter registration and voting increased among 18- to 20-year-olds as well as among adults aged 21 and older.

Change Since 1988[1]

Percentage of all U.S. citizens 18 to 20 years old and 21 years and older who reported that they registered to vote and who reported that they voted:

	18- to 20-year-olds				21 years and older			
	Registered to vote		Voted		Registered to vote		Voted	
	1988	1992	1988	1992	1988	1992	1988	1992
All	48%	53% *	35%	42% *	72%	74% *	62%	67% *
Black	45%	46%	29%	34%	69%	69%	56%	59% *
Hispanic	36%	39%	23%	27%	59%	60%	48%	50%
White	48%	55% *	36%	44% *	73%	75% *	63%	68% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

Source: Bureau of the Census, 1989 and 1993
This exhibit repeats information presented in the 1994 Goals Report.

GOAL 4

Teacher Education and Professional Development

GOAL 4

Teacher Education and Professional Development

The next five years could very well be the most demanding, yet rewarding, period of professional development that teachers in the United States will experience in the course of their careers. Higher standards for student achievement, which challenge conventional wisdom about what is taught and how it is taught, are under development in every academic discipline. Schools are piloting new, innovative forms of assessment and revising curricula to ensure that they produce highly trained, technologically adept graduates whom colleges want and employers need. The increasingly diverse student population in our nation's schools requires teachers who are capable of providing effective instruction in all settings. And greater emphasis placed on school-to-work transition requires that teachers be better trained to teach applied skills. Clearly, these changing responsibilities require unprecedented levels of teacher competence and accountability. Thus, a renewed commitment to increasing excellence in teaching through high quality teacher training programs and professional development strategies is essential.

As parents, policymakers, and taxpayers raise their expectations for student performance, they simultaneously raise their expectations for teachers. More than 100,000 new teachers enter American classrooms every year, joining a profession of about three million, which absorbs a larger proportion of college-educated adults than any other occupation. Projected increases in school enrollment over the next ten years will further increase the demand for highly qualified teachers and school administrators who are capable of providing high quality learning experiences for all students.

In 1994, the percentage of secondary school teachers in mathematics, science, and English who held an undergraduate or graduate degree in their main teaching assignment was about 60%. Over the last four years those percentages have significantly decreased in science and English, and have remained about the same in most other subject areas. In almost all subjects, however, more than 90% of teachers have a teaching certificate in their main teaching assignment.

Teachers are integral to the process of setting new standards, implementing new and valid teaching strategies, and developing a variety of assessment methods. However, in 1994, only about half of all teachers participated in any sort of professional development on the uses of educational technology or student assessment. And we know relatively little about the quality of their professional development experiences in any area. Teachers also need public support and assistance as they engage in these new challenges. Thus, new partnerships that include teacher education institutions, schools, parents, and the communities they serve are essential if teacher education and professional development are to receive appropriate attention, and classroom instruction is to reach the desired level of excellence.

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.

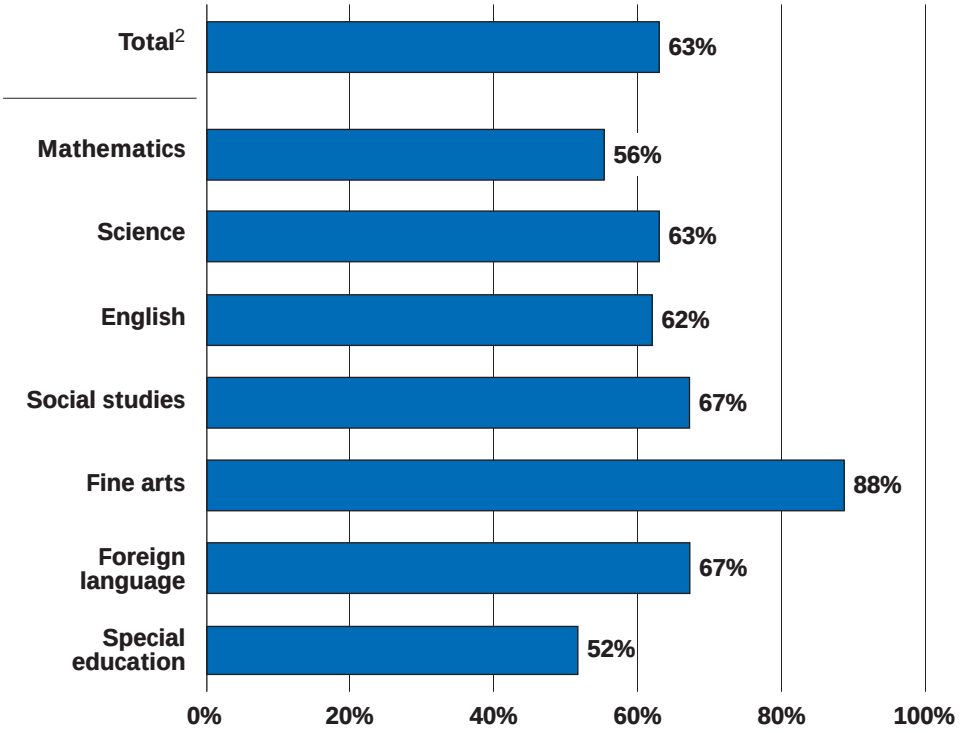
Objectives

- 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.

Exhibit 38
Teacher Preparation

Percentage of secondary school teachers who held an undergraduate or graduate degree[1] in their main teaching assignment, 1994

In 1994, only 63% of all secondary school teachers held an undergraduate or graduate degree in their main teaching assignment.



[1] Academic or education majors. Does not include minors or second majors.
[2] Total includes only teachers whose main teaching assignment was in mathematics, science, English, social studies, fine arts, foreign language, or special education.

Between 1991 and 1994, the percentage of secondary school teachers who held an undergraduate or graduate degree in their main teaching assignment decreased.

Change Since 1991[1]

Percentage of secondary school teachers who held an undergraduate or graduate degree[2] in their main teaching assignment:

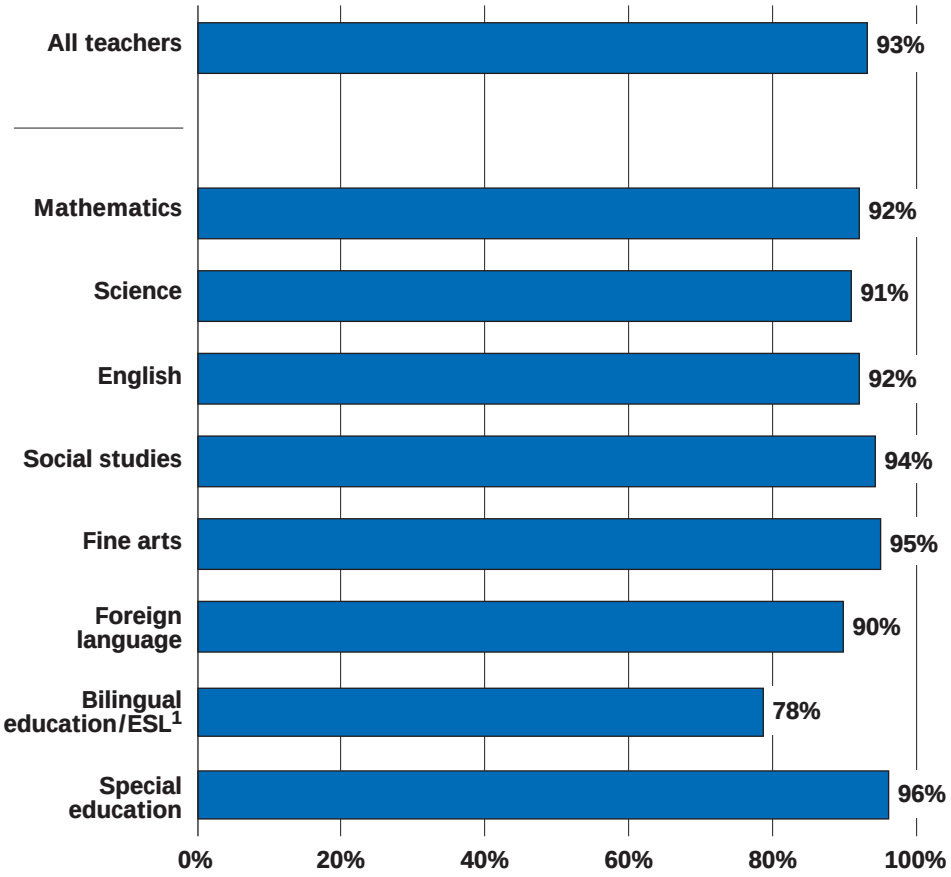
	1991	1994
Total[3]	66%	63% *
Mathematics	58%	56%
Science	67%	63% *
English	65%	62% *
Social studies	72%	67% *
Fine arts	88%	88%
Foreign language	72%	67%
Special education	51%	52%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Academic or education majors. Does not include minors or second majors.
[3] Total includes only teachers whose main teaching assignment was in mathematics, science, English, social studies, fine arts, foreign language, or special education.

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

Exhibit 39
Teacher Certification in Main Teaching Assignment

Percentage of secondary school teachers who held a teaching certificate in their main teaching assignment, 1994



[1] English as a Second Language.

In 1994, the percentage of secondary school teachers who held a teaching certificate in their main teaching assignment was 93%. Percentages were similar among the different subject areas, with the exception of bilingual education/ESL.

Change Since 1991[1]

Percentage of secondary school teachers who held a teaching certificate in their main teaching assignment:

	1991	1994	
All teachers	94%	93%	*
Mathematics	93%	92%	
Science	93%	91%	
English	94%	92%	*
Social studies	95%	94%	
Fine arts	94%	95%	
Foreign language	91%	90%	
Bilingual education/ESL[2]	85%	78%	
Special education	95%	96%	

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] English as a Second Language.

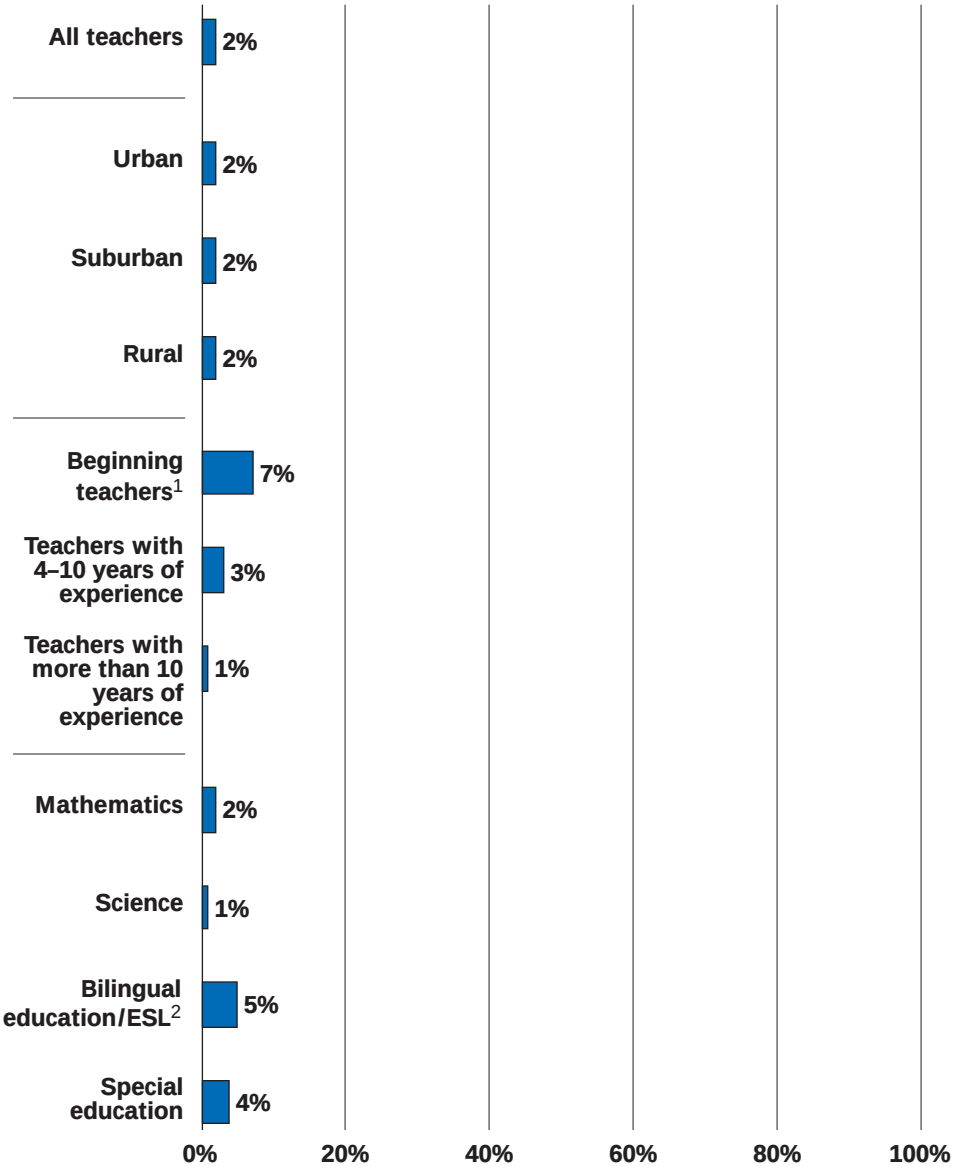
Between 1991 and 1994, there was a decrease in the percentage of all secondary school teachers who held a teaching certificate in their main teaching assignment.

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

In 1994, only 2% of all teachers reported that they were teaching with a temporary or emergency certificate, or a waiver.

Exhibit 40
Temporary or Emergency Teacher Certification

Percentage of teachers who reported that they were teaching with a temporary certificate, emergency certificate, or waiver, 1994



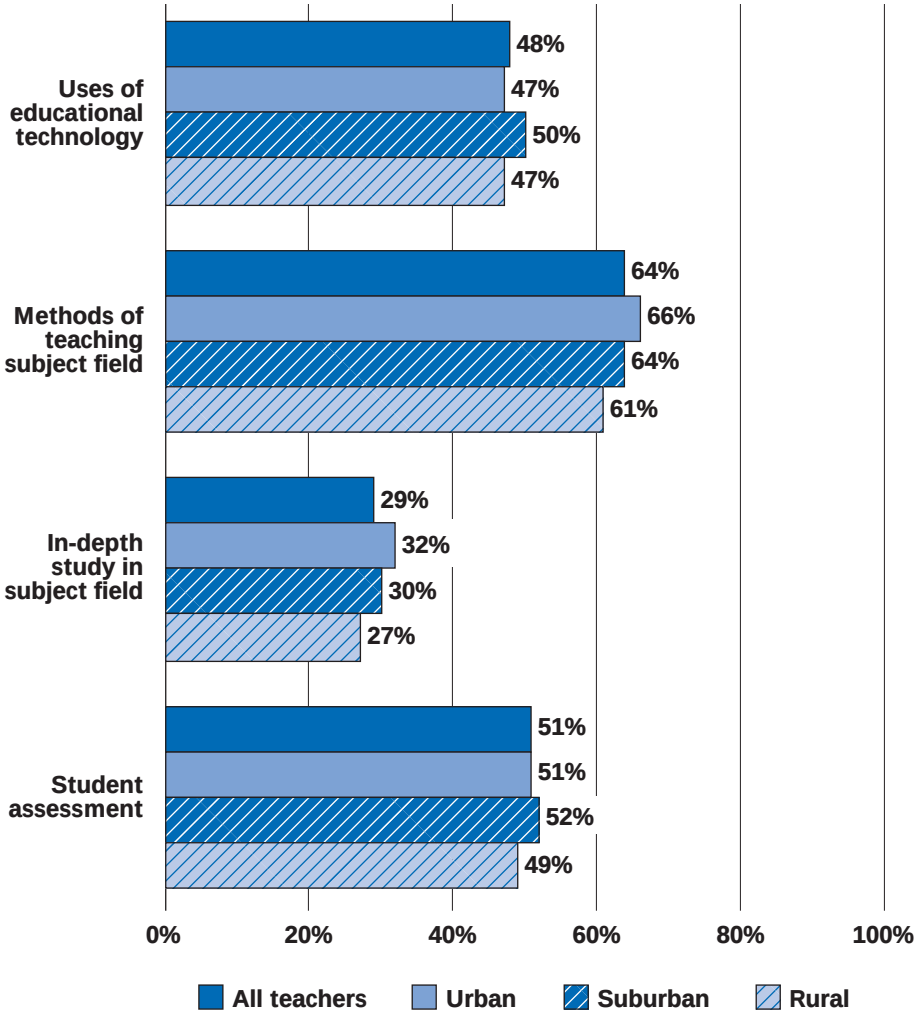
[1] Teachers with fewer than 4 years of experience.
[2] English as a Second Language.

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

Exhibit 41

Participation in Professional Development Activities on Selected Topics

Percentage of teachers who reported that they participated in various in-service or professional development programs on the following topics since the end of the previous school year, 1994



In 1994, the percentage of teachers who reported they participated in various in-service or professional development programs on selected topics did not differ widely among urban, suburban, and rural teachers. However, teachers were more likely to report that they participated in methods of teaching a subject field than in the uses of educational technology, in-depth study, and student assessment.

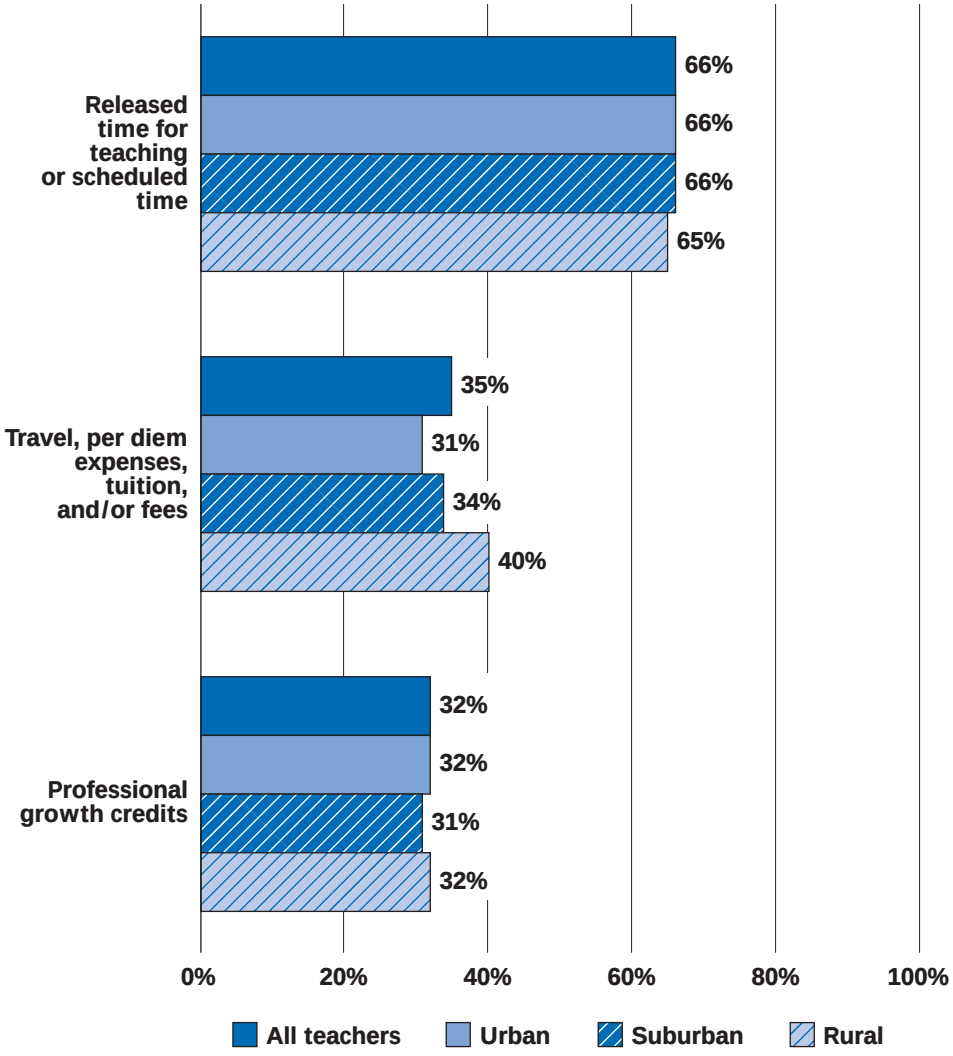
Source: National Center for Education Statistics and Westat, Inc., 1995

In 1994, the percentage of teachers who reported that they received support for in-service or professional development — such as release time, travel and tuition expenses, and professional credits — did not vary widely among urban, suburban, and rural teachers. However, teachers were more likely to report that they received release time than travel or tuition reimbursement, or professional credits.

Exhibit 42

Support for Professional Development

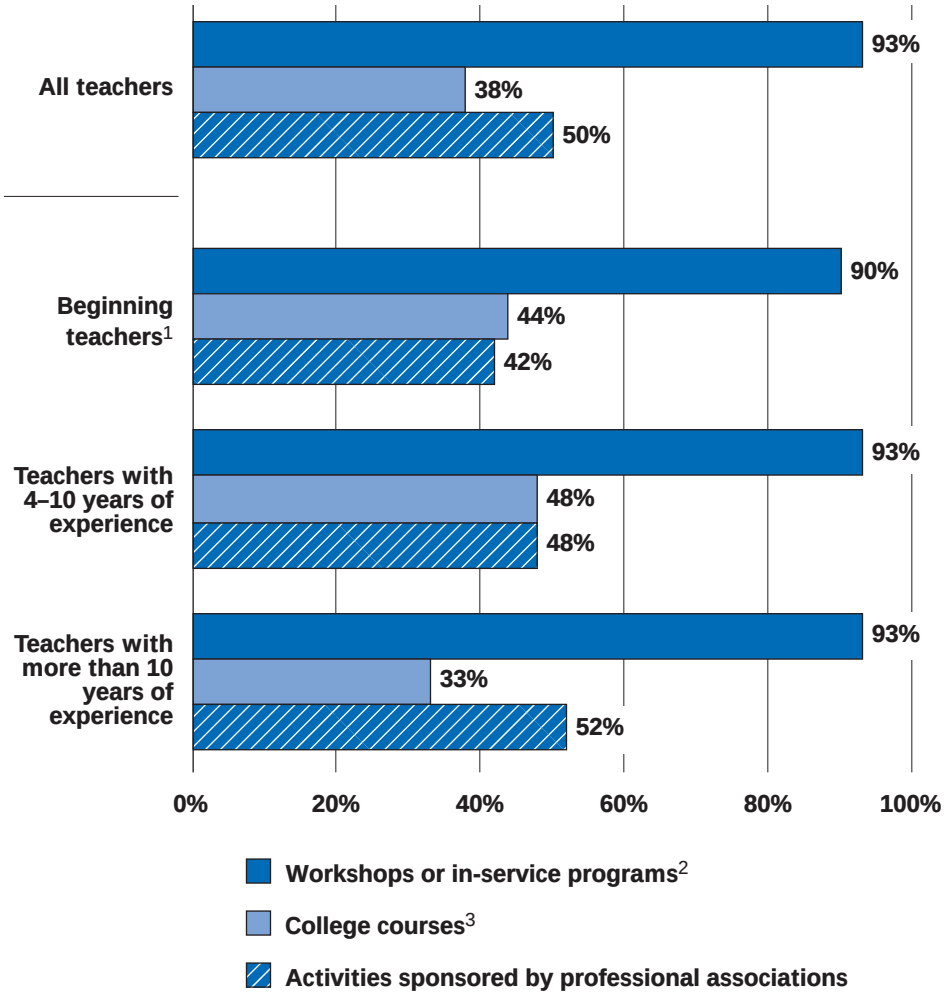
Percentage of teachers who reported that they received various types of support during the current school year for in-service education or professional development in their main teaching assignment field, 1994



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

Exhibit 43
Participation in Different Types of Professional Development Activities

Percentage of teachers who reported that they participated in various activities related to teaching since the end of the previous school year, 1994



In 1994, teachers were much more likely to report that they participated in workshops or in-service programs (93%) than they were to report taking college courses (38%) or participating in activities sponsored by professional associations (50%) as part of their professional development activities.

[1] Teachers with fewer than 4 years of experience.
[2] Includes school district-sponsored and school-sponsored workshops and in-service programs.
[3] Includes university extension courses, adult education courses, and college courses in teacher's subject field.

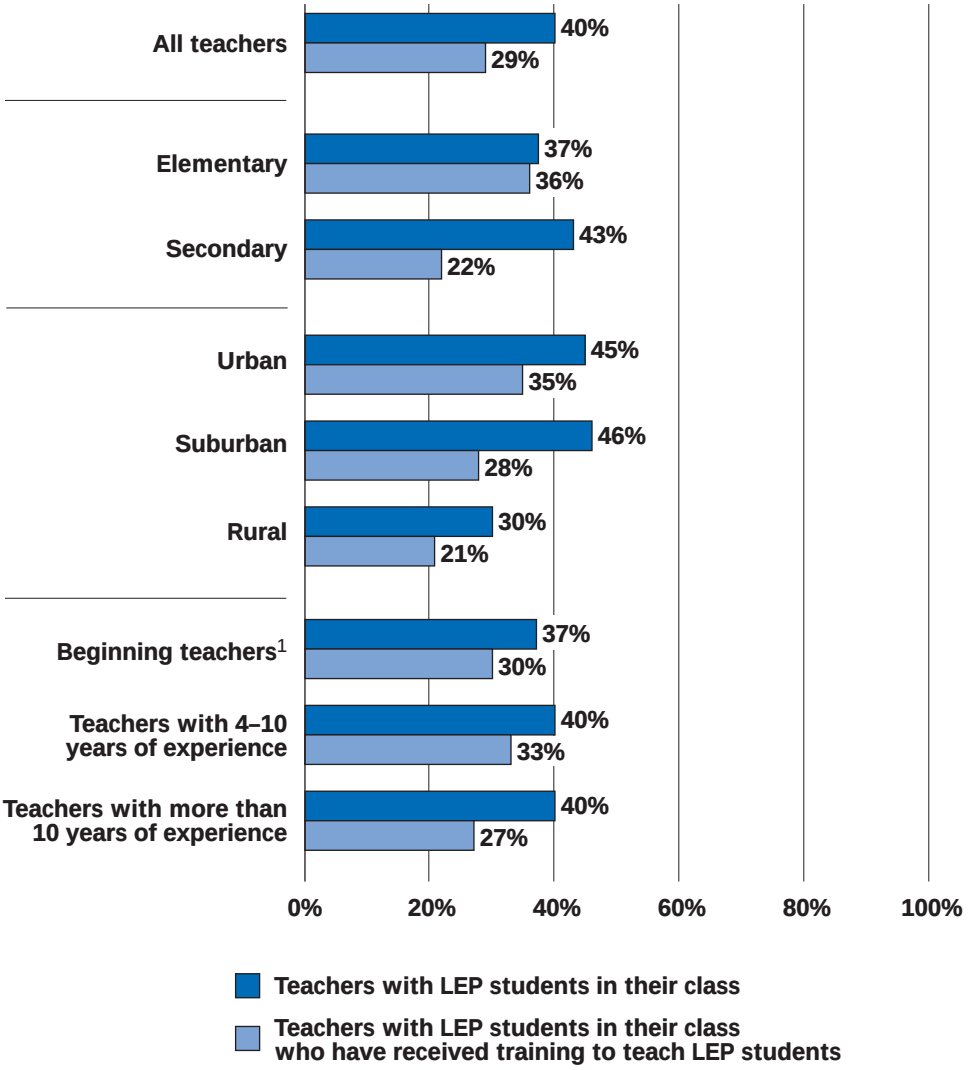
Source: National Center for Education Statistics and Westat, Inc., 1995

While 40% of all teachers reported that they had limited English proficient (LEP) students in their classroom in 1994, only 29% reported that they received training to teach LEP students.

Exhibit 44

Preparation to Teach Limited English Proficient (LEP) Students

Percentage of teachers who reported that they have LEP students in their classes and have received training to teach LEP students, 1994

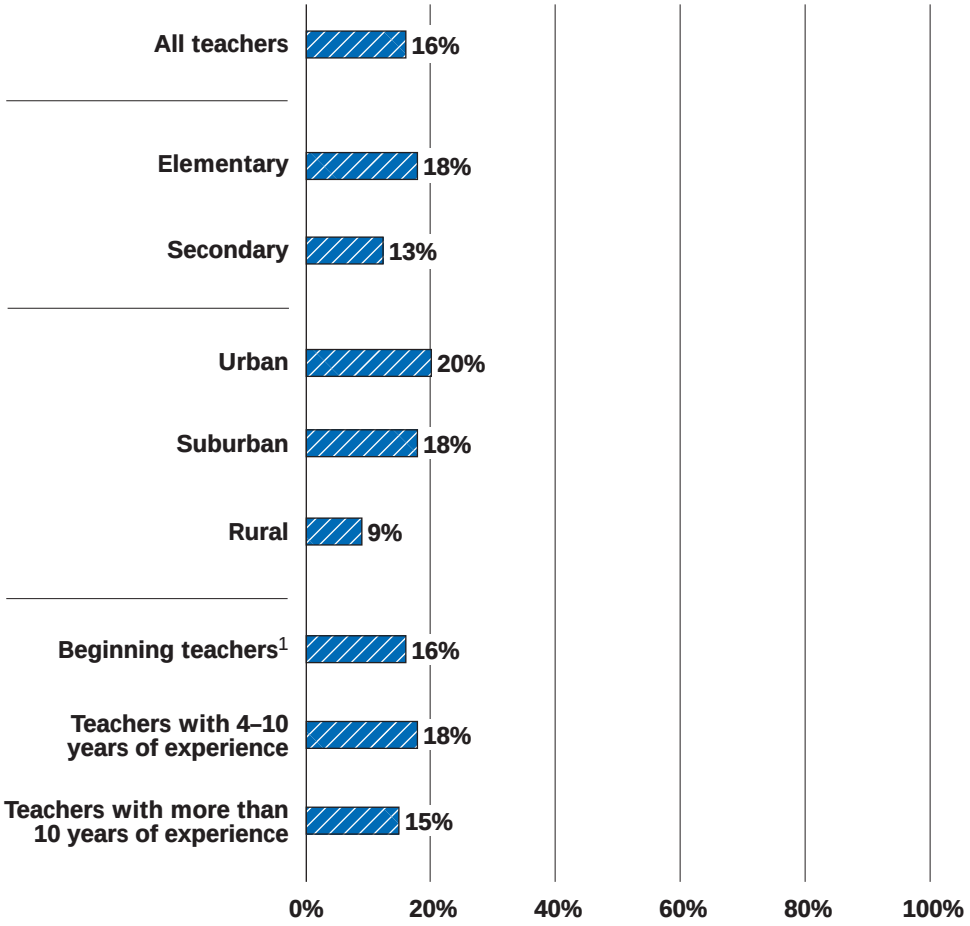


[1] Teachers with fewer than 4 years of experience.

Exhibit 44 (continued)

Preparation to Teach Limited English Proficient (LEP) Students

Percentage of teachers who reported that they have received training to teach LEP students, 1994



[1] Teachers with fewer than 4 years of experience.

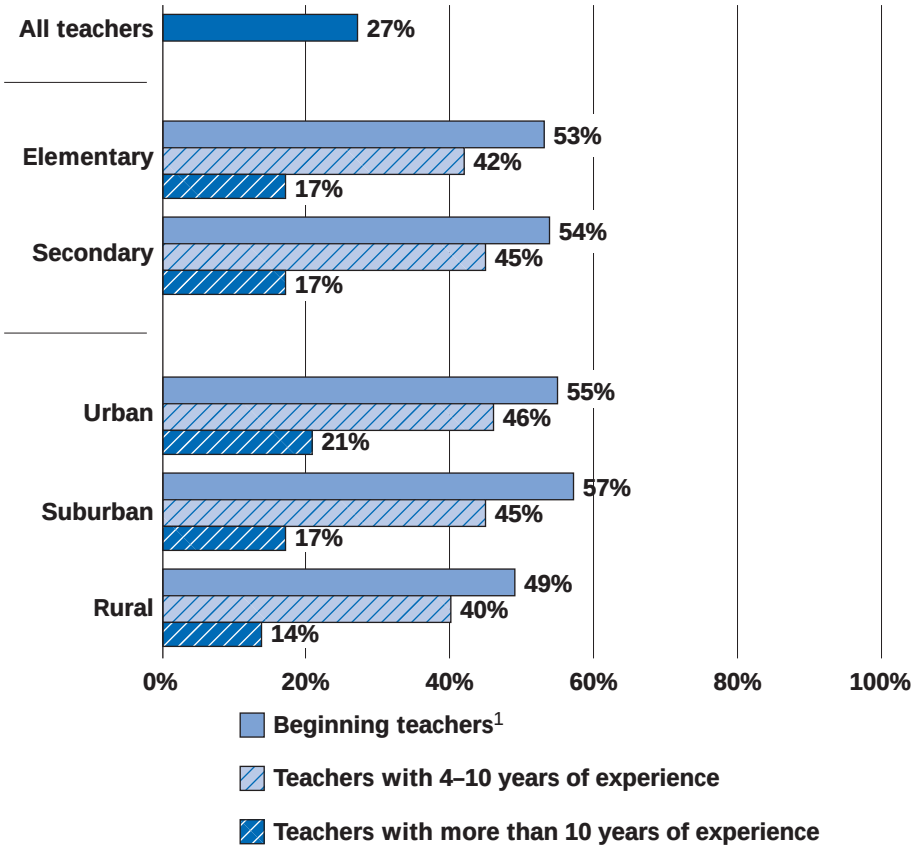
As the school-aged population becomes increasingly diverse, teachers will need training to teach to students of diverse backgrounds. However, in 1994, only 16% of all teachers reported that they received training to teach limited English proficient students. This percentage does not differ among teachers with varying years of experience.

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

Exhibit 45
Support Through Formal Teacher Induction Programs

Percentage of teachers who reported that during their first year of teaching, they had participated in a formal teacher induction program to help beginning teachers by assigning them to master or mentor teachers, 1994

In 1994, 27% of all teachers reported that they participated in a formal induction program during their first year of teaching. Beginning teachers were more likely to report that they participated in a program than were teachers with 4–10 years of experience or teachers with more than 10 years' experience.



[1] Teachers with fewer than 4 years of experience.

Change Since 1991[1]

Between 1991 and 1994, the percentage of all teachers who reported that they participated in a formal induction program increased.

Percentage of teachers who reported that during their first year of teaching, they had participated in a formal teacher induction program to help beginning teachers by assigning them to master or mentor teachers:

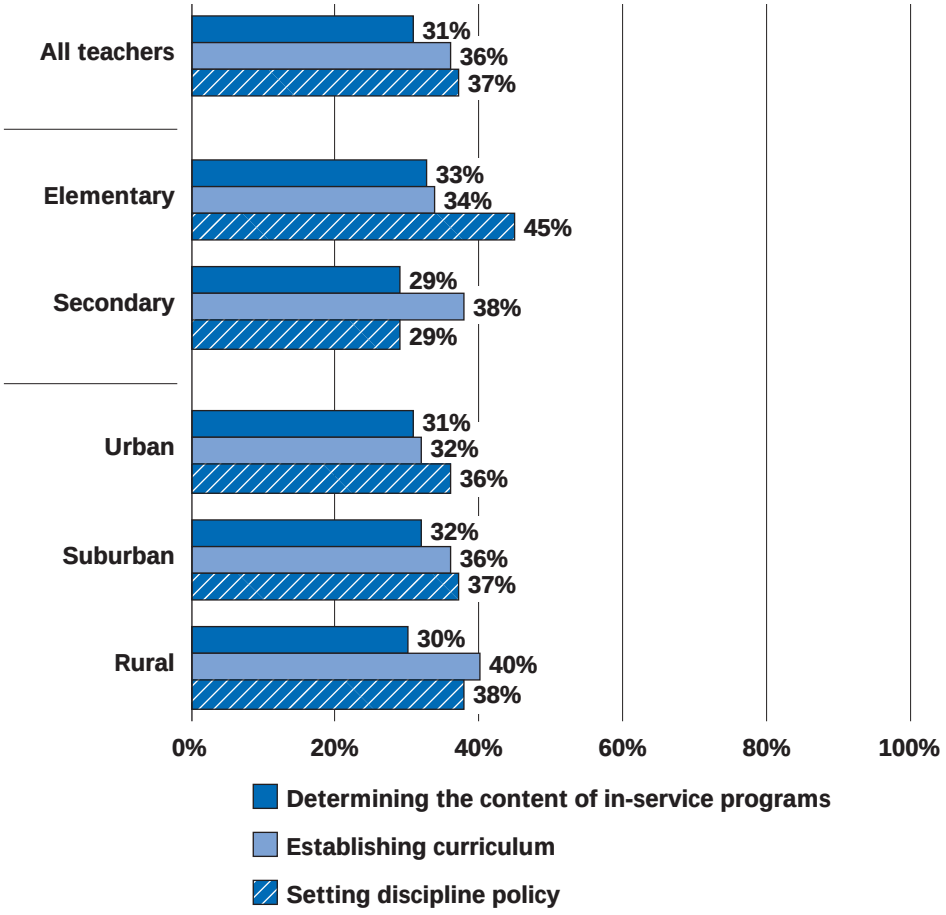
	1991	1994	
All teachers	22%	27%	*
Beginning teachers:[2]			
Elementary	53%	53%	
Secondary	52%	54%	
Urban	55%	55%	
Suburban	53%	57%	
Rural	53%	49%	

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Teachers with fewer than 4 years of experience.

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

Exhibit 46
Teacher Influence Over School Policy

Percentage of teachers who reported that teachers in their school have influence[1] over school policy in selected areas, 1994



[1] Defined as a response of "4" or "5" on a 6-point scale, where "0" means "no influence" and "5" means "a great deal of influence."

In 1994, fewer than four out of ten teachers reported that teachers in their school have influence over school policies such as determining the content of in-service programs, establishing curriculum, and setting discipline policy.

Change Since 1991[1]

Percentage of teachers who reported that teachers in their school have influence[2] over school policy in selected areas:

	In-Service Programs		Curriculum		Discipline Policy	
	1991	1994	1991	1994	1991	1994
All teachers	33%	31% *	37%	36%	39%	37% *
Elementary	35%	33% *	34%	34%	47%	45% *
Secondary	31%	29% *	40%	38%	30%	29%
Urban	32%	31%	31%	32%	38%	36% *
Suburban	34%	32% *	38%	36%	40%	37% *
Rural	32%	30% *	40%	40%	38%	38%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

[2] In 1994, defined as a response of "4" or "5" on a 6-point scale, where "0" means "no influence" and "5" means "a great deal of influence." In 1991, defined as a response of "5" or "6" on a 6-point scale, where "1" means "no influence" and "6" means "a great deal of influence."

Between 1991 and 1994, the percentage of teachers who reported that teachers in their school have influence over determining the content of in-service programs and setting discipline policy decreased.

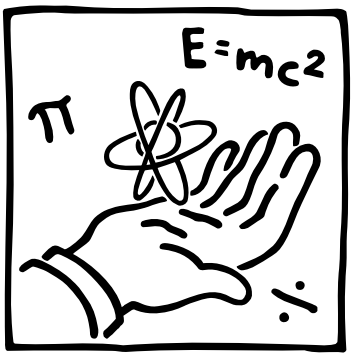
Source: National Center for Education Statistics and Westat, Inc., 1995

GOAL 5

Mathematics and Science

GOAL 5

Mathematics and Science



Nearly every day, the front page of a newspaper or the evening television news describes an event that requires clear, informed thinking about science or mathematics. While it is important for us to be knowledgeable in a broad range of subjects, science and mathematics are particularly vital in the decisions we make in jobs, use of resources, health, and everyday consumer activities. Our nation's ability to compete globally rests upon strong science and mathematics skills and our ability to apply this knowledge to emerging technologies. That is why Goal 5 is unequivocal—it sets the very highest standard possible.

Yet positive student attitudes about science and mathematics decline precipitously as students grow older. International and national assessments reflect this loss. Our 9-year-olds perform relatively well in science and mathematics, but by age 13 their knowledge of mathematics and science is well behind that of students from countries in both Europe and Asia.

Contributing to this attitude is a long-term tendency of American schools to minimize the importance of science and mathematics instruction, especially in the early grades. Only 15 percent of all 4th graders, for example, receive instruction from a teacher who has been specially trained to teach mathematics. Less than one-fourth of elementary teachers feel qualified to teach specific sciences. Even at the secondary school level, about 37% of science teachers and 44% of mathematics teachers have degrees outside the fields in which they are teaching.

Outmoded instruction may also play a part in why students gradually lose interest in science and mathematics. Five years ago, the National Council of Teachers of Mathematics recommended that all students should use computers and calculators in classes. According to data in this Volume, computers are becoming more available in the early grades and calculator use has become more widespread in the middle grades. Even so, only 56% of 8th graders regularly use calculators and only 20% have computers in their classrooms. And despite the fact that Algebra is the gateway subject to more advanced mathematics, less than half of all 8th graders (48%) currently attend classes that heavily emphasize this topic.

Data in this Report do provide some encouraging news. More mathematics and science degrees are now being earned, and the number of mathematics and science degrees awarded to both women and minorities has been increasing since 1979.

For our students to be well-informed and competent, science and mathematics knowledge must become "basic" in this country. It is as important for individuals as it is for the nation as a whole if we are to prosper. This is why so much effort is going into developing higher curriculum standards for all students in science and mathematics, ones that foster critical thinking, application of knowledge, and integration of technology. The goal is to be more than just adequate. It is to be excellent, to be the best.

GOAL 5

Mathematics and Science

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

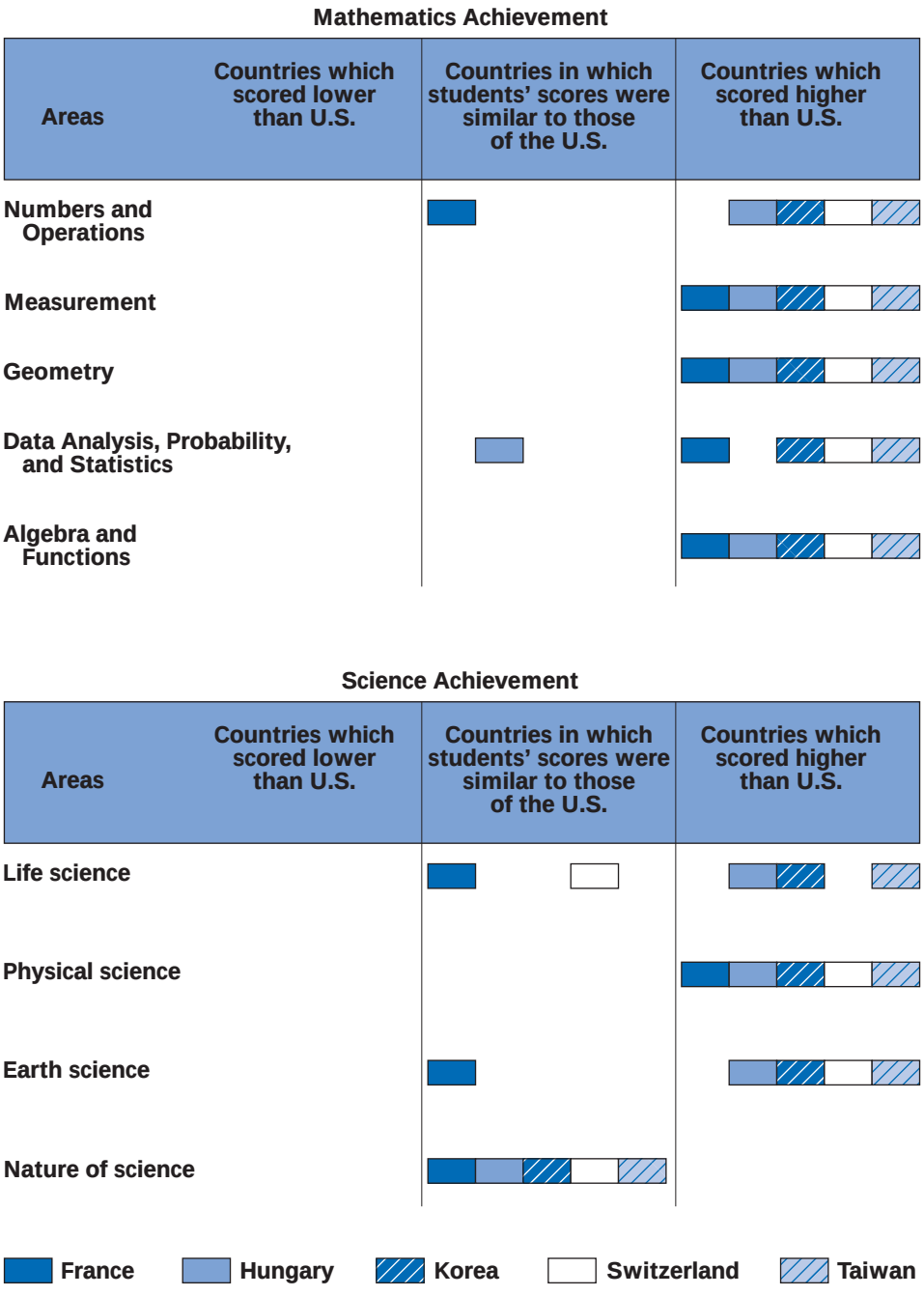
Objectives

- 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.

American 13-year-olds were outperformed by students in Korea, Switzerland, and Taiwan in all areas tested in a 1991 international mathematics assessment, and by students in France and Hungary in four out of the five areas tested. American students were also outperformed by students in Hungary, Korea, and Taiwan in three out of four areas tested in an international science assessment in 1991.

Exhibit 47
International Mathematics and Science Achievement Comparisons

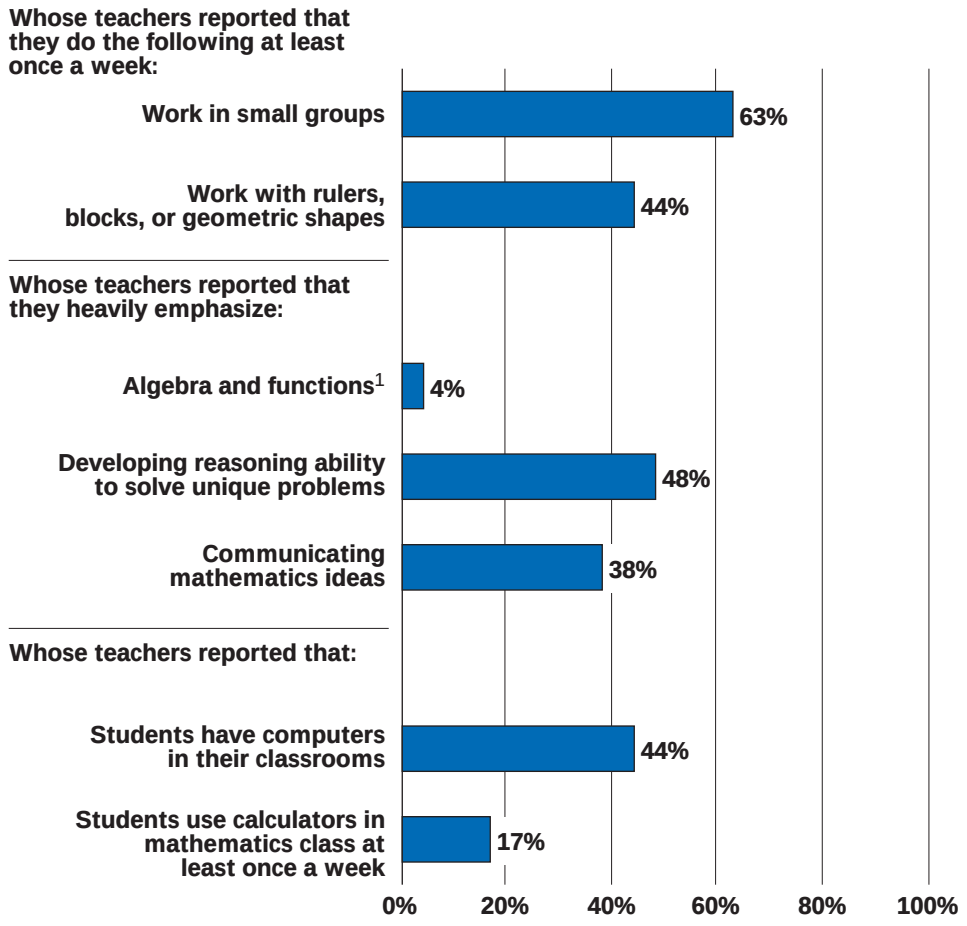
Performance of 13-year-olds from five countries[1] in relation to U.S., 1991



[1] Students from Brazil, Canada, China, England, Ireland, Israel, Italy, Jordan, Mozambique, Portugal, Scotland, Slovenia, the former Soviet Union, and Spain also participated in this assessment.

Source: Educational Testing Service, 1992
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 48
Mathematics Instructional Practices – Grade 4
Percentage of 4th graders, 1992



[1] Informal introduction of concepts at Grade 4.

In 1992, teachers reported that substantial numbers of 4th grade students were not receiving the kinds of instruction recommended by mathematics education experts, such as working with mathematics tools and equipment, developing reasoning and problem-solving skills, and learning to communicate mathematics ideas.

Change Since 1990[1]

Percentage of 4th graders whose teachers reported that:

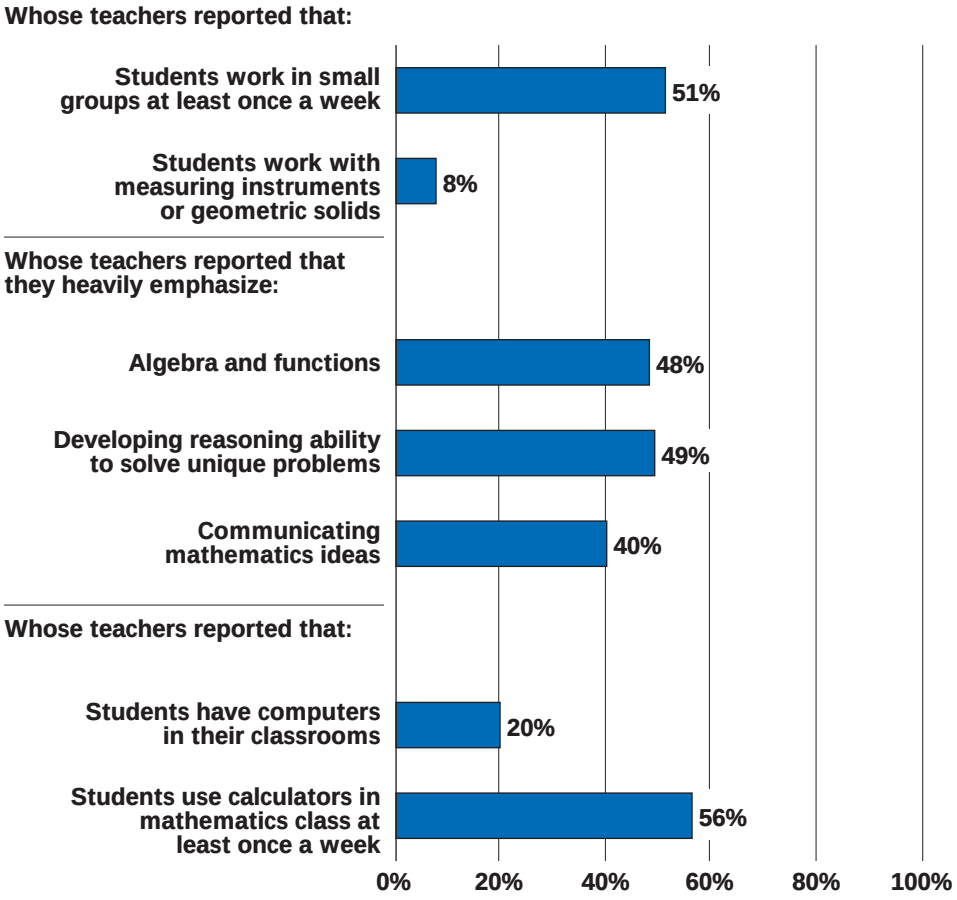
	1990	1992
Students work in small groups at least once a week	62%	63%
Students work with rulers, blocks, or geometric shapes at least once a week	51%	44%
They heavily emphasize Algebra and functions[2]	2%	4%
They heavily emphasize developing reasoning ability to solve unique problems	44%	48%
They heavily emphasize communicating mathematics ideas	40%	38%
Students have computers in their classroom	31%	44% *
Students use calculators in mathematics class at least once a week	18%	17%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Informal introduction of concepts at Grade 4.

The percentage of 4th graders whose teachers reported that they have computers in their classroom increased between 1990 and 1992.

Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 49
Mathematics Instructional Practices – Grade 8
Percentage of 8th graders, 1992



In 1992, teachers reported that substantial numbers of 8th graders were not receiving the kind of instruction recommended by mathematics education experts, such as developing reasoning and problem-solving abilities and communicating mathematics ideas. Only one in five 8th graders had computers in their classrooms, and only one in twelve worked with mathematics tools such as measuring instruments or geometric solids.

The percentage of 8th graders whose teachers reported that they used calculators in mathematics class at least once a week increased 14 percentage points between 1990 and 1992.

Change Since 1990[1]

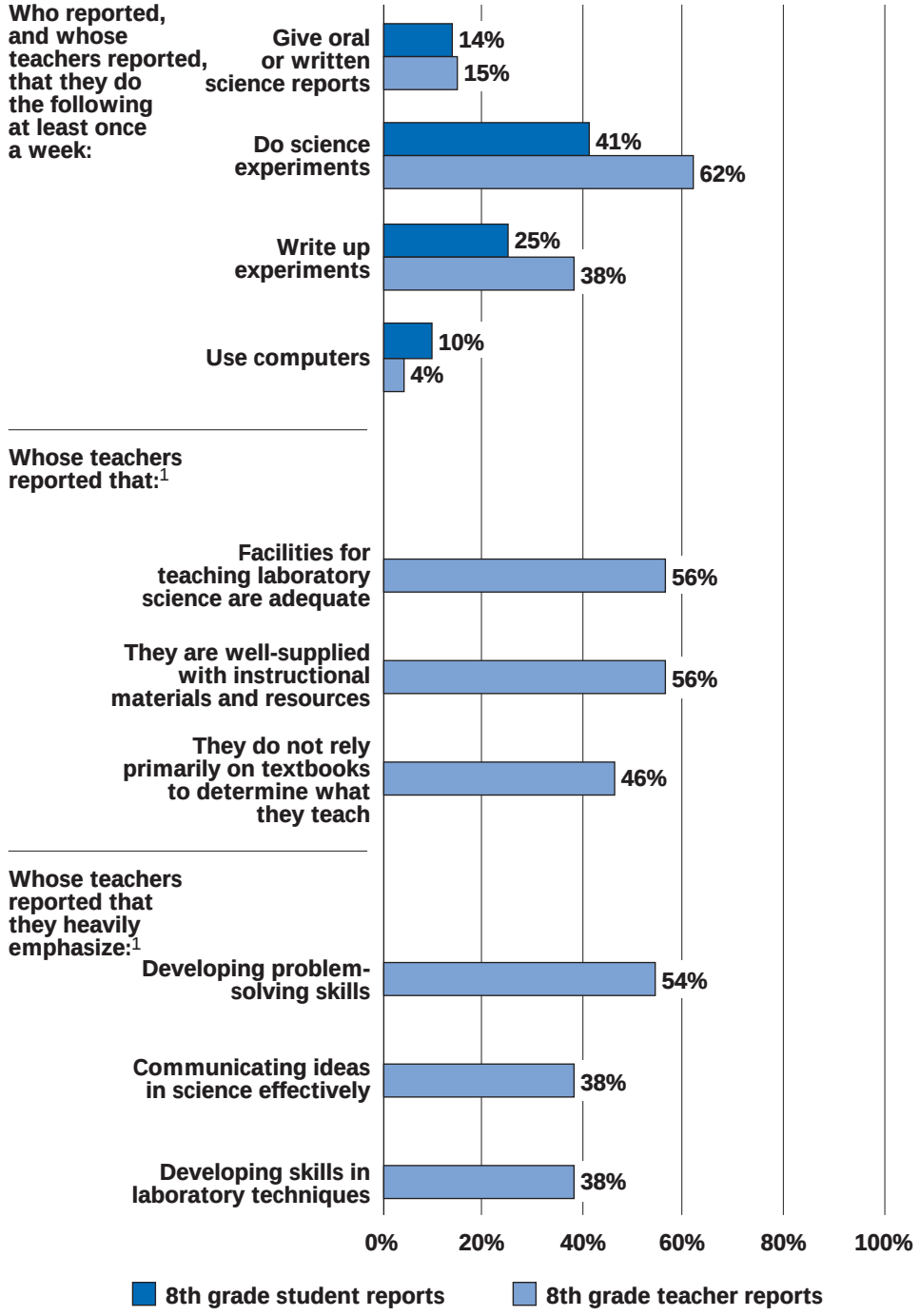
Percentage of 8th graders whose teachers reported that:[2]

	1990	1992
Students work in small groups at least once a week	50%	51%
They heavily emphasize Algebra and functions	48%	48%
They heavily emphasize developing reasoning ability to solve unique problems	46%	49%
They heavily emphasize communicating mathematics ideas	38%	40%
Students have computers in their classroom	22%	20%
Students use calculators in mathematics class at least once a week	42%	56% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Data on working with measuring instruments or geometric solids were not collected for 8th graders prior to 1992.

Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 50
Science Instructional Practices
Percentage of 8th graders, 1990



In 1990, most students were not receiving the kinds of instruction needed to apply science ideas outside of the classroom, and many teachers did not have adequate facilities or supplies to pursue these types of instruction.

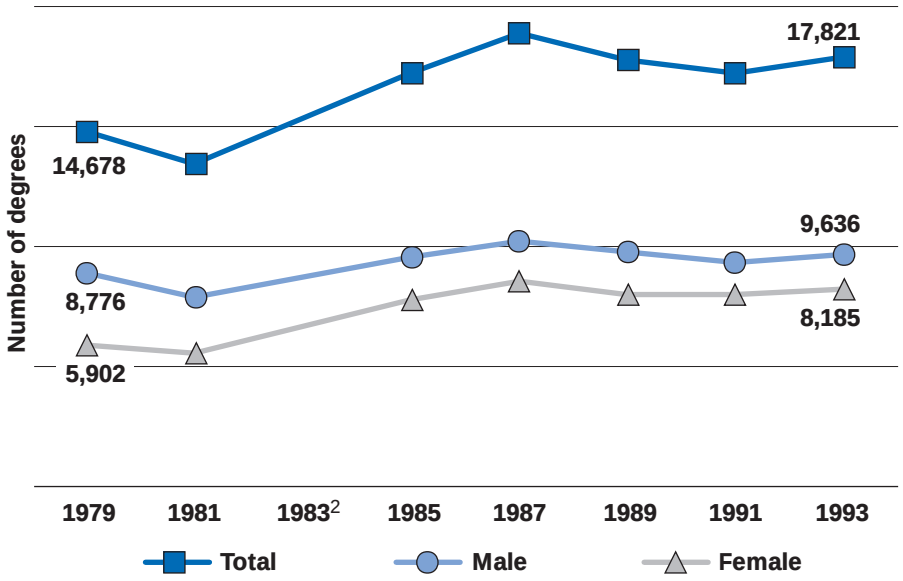
[1] This information was not collected from 8th grade students.

Source: National Center for Education Statistics and Westat, Inc., 1992
This exhibit repeats information presented in the 1994 Goals Report.

American students earned over 17,500 mathematics degrees in 1993. The combined number of undergraduate and graduate degrees earned increased 10% for males and 39% for females between 1979 and 1993.

	1979	1993	% Change
Undergraduate			
Total	11,536	14,318	24%
Male	6,698	7,514	12%
Female	4,838	6,804	41%
Graduate			
Total	3,142	3,503	11%
Male	2,078	2,122	2%
Female	1,064	1,381	30%
Undergraduate and Graduate Combined			
Total	14,678	17,821	21%
Male	8,776	9,636	10%
Female	5,902	8,185	39%

Exhibit 51
Trends in Mathematics Degrees Earned, by Sex
Number[1] earned by U.S. citizens, 1979 to 1993



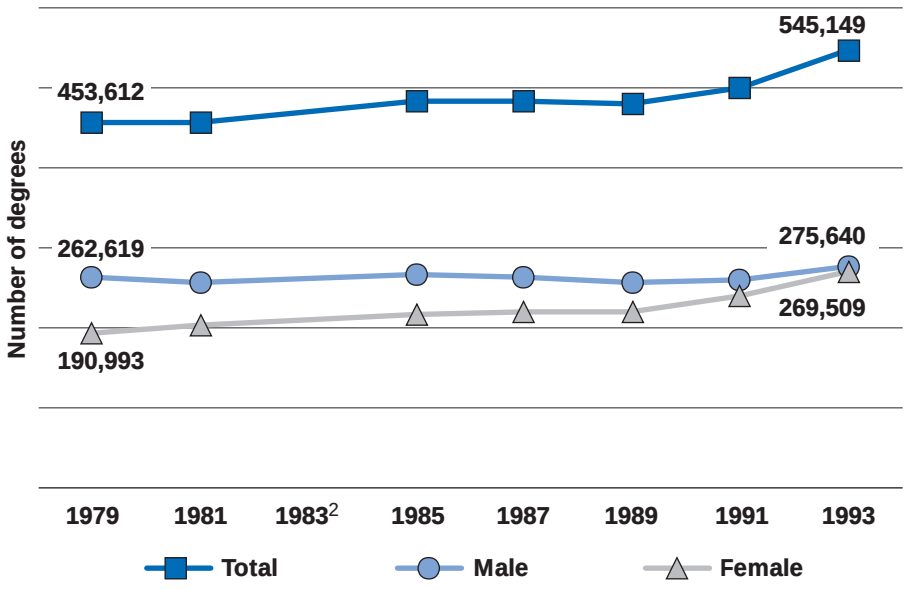
[1] Includes bachelor's, master's, and doctoral degrees.
[2] No data available.

Source: National Center for Education Statistics, National Science Foundation, and Westat, Inc., 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

American students earned over half a million science degrees in 1993. The combined number of undergraduate and graduate degrees earned by females increased 41% in science (versus a 5% increase for males) between 1979 and 1993.

	1979	1993	% Change
Undergraduate			
Total	375,421	443,897	18%
Male	212,782	223,425	5%
Female	162,639	220,472	36%
Graduate			
Total	78,191	101,252	29%
Male	49,837	52,215	5%
Female	28,354	49,037	73%
Undergraduate and Graduate Combined			
Total	453,612	545,149	20%
Male	262,619	275,640	5%
Female	190,993	269,509	41%

Exhibit 52
Trends in Science Degrees Earned, by Sex
Number[1] earned by U.S. citizens, 1979 to 1993

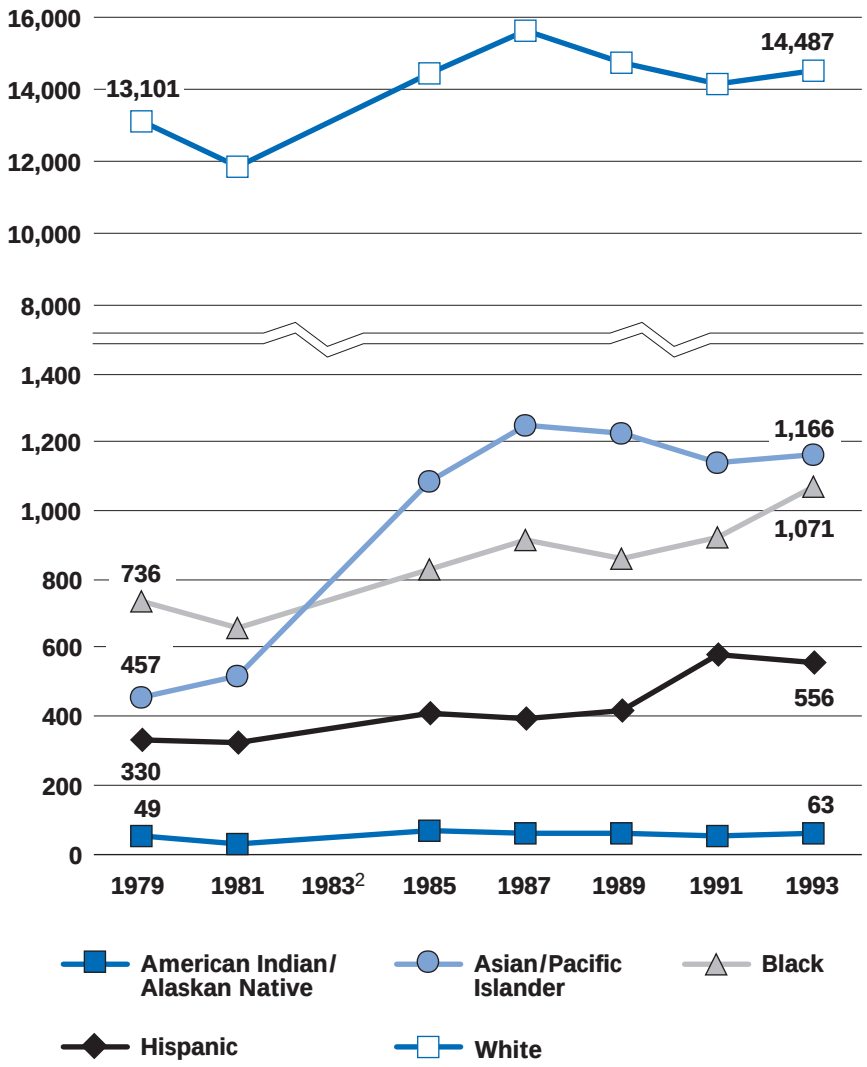


[1] Includes bachelor's, master's, and doctoral degrees in engineering, physical science, computer science, biological science, agricultural science, social science, psychology, and health fields.
[2] No data available.

Source: National Center for Education Statistics, National Science Foundation, and Westat, Inc., 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

Exhibit 53
Trends in Mathematics Degrees Earned, by Race/Ethnicity

Number[1] earned by U.S. citizens, 1979 to 1993



Between 1979 and 1993, the combined numbers of undergraduate and graduate degrees earned in mathematics increased for students in every racial/ethnic group.

	1979	1993	% Change
Undergraduate			
Total	11,536	14,318	24%
American Indian/ Alaskan Native	41	55	34%
Asian/Pacific Islander	324	915	182%
Black	652	965	48%
Hispanic	288	470	63%
White	10,229	11,669	14%
Race Unknown	2	244	12,100%
Graduate			
Total	3,142	3,503	11%
American Indian/ Alaskan Native	8	8	0%
Asian/Pacific Islander	133	251	89%
Black	84	106	26%
Hispanic	42	86	105%
White	2,872	2,818	-2%
Race Unknown	3	234	7,700%
Undergraduate and Graduate Combined			
Total	14,678	17,821	21%
American Indian/ Alaskan Native	49	63	29%
Asian/Pacific Islander	457	1,166	155%
Black	736	1,071	46%
Hispanic	330	556	68%
White	13,101	14,487	11%
Race Unknown	5	478	9,460%

[1] Includes bachelor's, master's, and doctoral degrees.
[2] No data available.

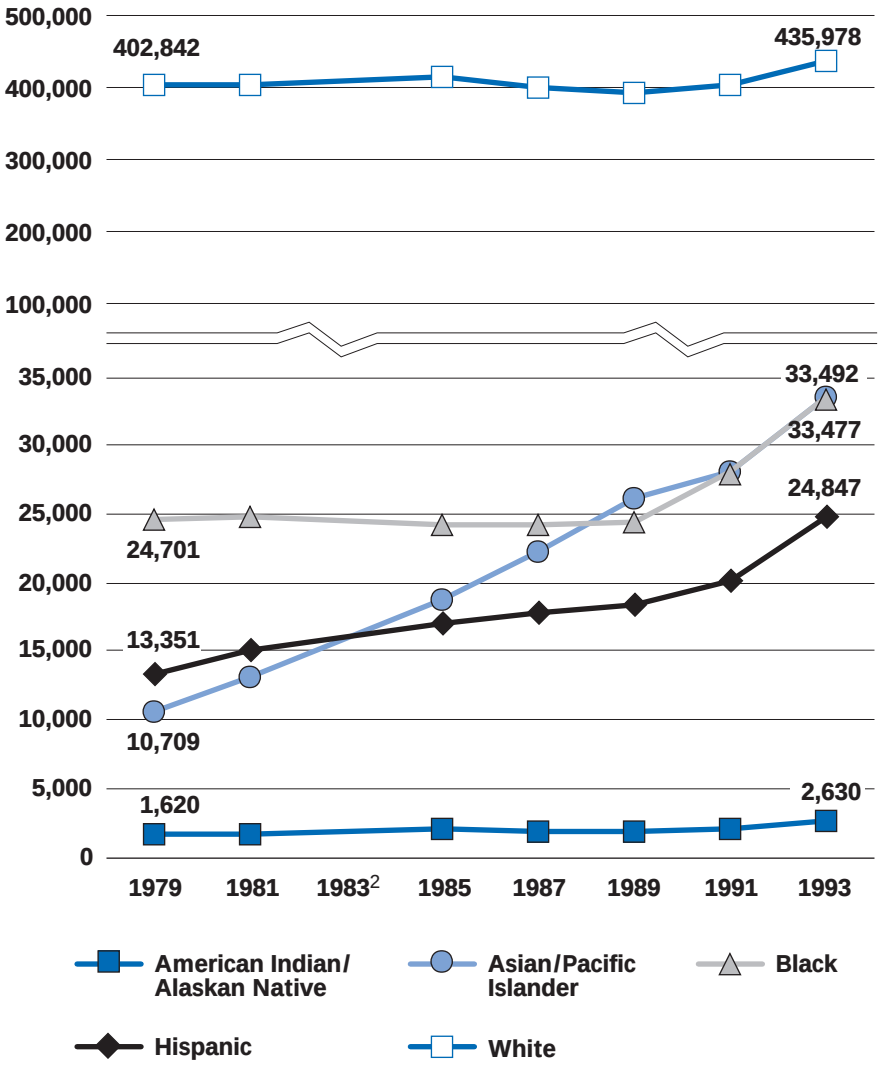
Source: National Center for Education Statistics, National Science Foundation, and Westat, Inc., 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

Between 1979 and 1993, the combined numbers of undergraduate and graduate degrees earned in science increased for students in every racial/ethnic group.

Exhibit 54
Trends in Science Degrees Earned, by Race/Ethnicity

Number[1] earned by U.S. citizens, 1979 to 1993

	1979	1993	% Change
Undergraduate			
Total	375,421	443,897	18%
American Indian/ Alaskan Native	1,359	2,216	63%
Asian/Pacific Islander	7,934	26,832	238%
Black	21,555	29,259	36%
Hispanic	11,843	21,591	82%
White	332,648	354,310	7%
Race Unknown	82	9,689	11,716%
Graduate			
Total	78,191	101,252	29%
American Indian/ Alaskan Native	261	414	59%
Asian/Pacific Islander	2,775	6,660	140%
Black	3,146	4,218	34%
Hispanic	1,508	3,256	116%
White	70,194	81,668	16%
Race Unknown	307	5,036	1,540%
Undergraduate and Graduate Combined			
Total	453,612	545,149	20%
American Indian/ Alaskan Native	1,620	2,630	62%
Asian/Pacific Islander	10,709	33,492	213%
Black	24,701	33,477	36%
Hispanic	13,351	24,847	86%
White	402,842	435,978	8%
Race Unknown	389	14,725	3,685%



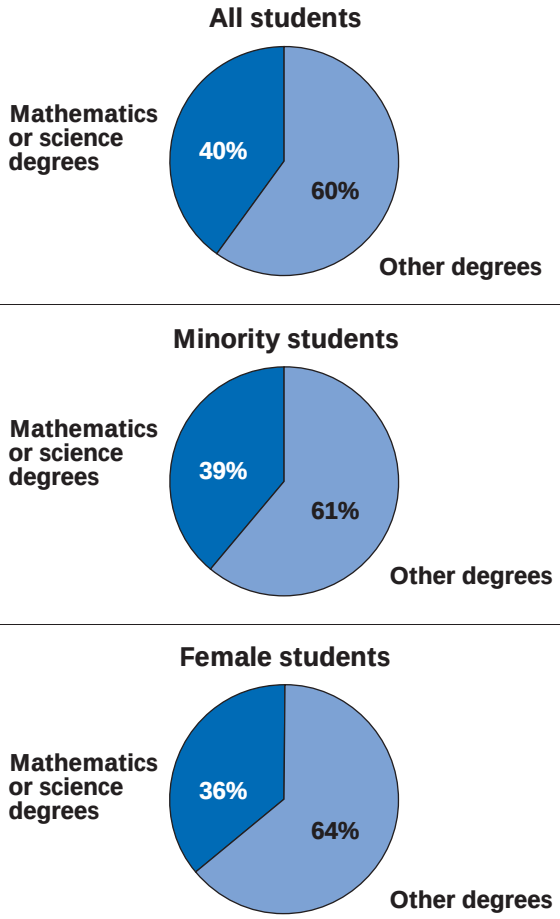
[1] Includes bachelor's, master's, and doctoral degrees in engineering, physical science, computer science, biological science, agricultural science, social science, psychology, and health fields.
[2] No data available.

Source: National Center for Education Statistics, National Science Foundation, and Westat, Inc., 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

Exhibit 55

Mathematics and Science Degrees

Mathematics and science degrees as a percentage of all degrees[1] awarded to all students, minorities,[2] and females, 1993



[1] Bachelor's degrees.
[2] Includes Blacks, Hispanics, and American Indians/Alaskan Natives.

In 1993, four out of ten degrees awarded were in mathematics or science. Slightly fewer than four out of ten degrees awarded to minorities and to women were in mathematics or science.

Change Since 1991

Mathematics and science degrees as a percentage of all degrees[1] awarded to the following groups:

	1991	1993
All students	39%	40%
Minority students[2]	39%	39%
Female students	35%	36%

[1] Bachelor's degrees.
[2] Includes Blacks, Hispanics, and American Indians/Alaskan Natives.

Between 1991 and 1993, the percentage of degrees awarded in mathematics and science to all students and to female students increased slightly.

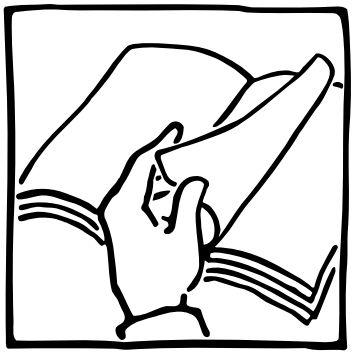
Source: National Center for Education Statistics, National Science Foundation, and Westat, Inc., 1995

GOAL 6

Adult Literacy and Lifelong Learning

GOAL 6

Adult Literacy and Lifelong Learning



Lifelong learning has never been more important. With the speed and scope of change taking place in technology and around the world, the skills needed to be an effective worker and citizen are rapidly increasing in complexity. To survive and prosper, Americans must choose to value and invest in continued learning. Any other choice has serious consequences for individuals and for society.

Most Americans today can write and compute on a simple level. Most also believe that they read and write well. Previous years' reports have shown that Americans actually do not read and write well, despite their self-perceptions. Even college graduates, on the average, have only middle-level literacy skills. More alarming is a finding presented previously: the average literacy skills of young adults are lower than they were seven years before.

These data do not bode well for American businesses. Overseas competitors are showing us that greater productivity depends upon higher worker skills and the creation of a high-performance work environment. Still, the American public is not sure how higher literacy relates to their own standard of living. They are worried about the economy and our competitiveness, but often they fail to see the link between further adult learning and either their own security or that of the country. Information contained in previous reports showed how direct those links are. In 1992, adults scoring at the highest levels of literacy were much more likely to have been employed than those scoring at the lowest levels; their weekly wages were double those of adults at the lowest literacy levels.

Some positive responses toward the need for continued learning can be seen. Encouraging news can be found in increases in participation in adult education courses. In 1994, 42% of adults 17 years and older reported taking an adult education course during the previous 12 months, up from 34% in 1991. As young people's interest in careers demanding high skills has increased over the last two decades, so have college enrollment rates. However, college enrollment rates have levelled off in the past few years, and only about one-third of young adult high school graduates possessed a two- or four-year postsecondary degree in 1994.

Furthermore, just as we are not sure of what K-12 students are learning because of inadequate standards and measurements, we also are not sure of the standards underpinning higher education. We need to know more than just how many students complete college. We need a clearer understanding of the knowledge and skills these graduates attain and how they relate to the demands of a world marketplace and the rights and responsibilities of citizenship. The Goals Panel supports the development of a national sample-based collegiate assessment system to provide such understandings.

To believe in the value of lifelong learning is to believe in being a literate adult, possessing internationally competitive knowledge and skills in the workplace, and being an informed and engaged citizen. That is a choice with excellent consequences for all.

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

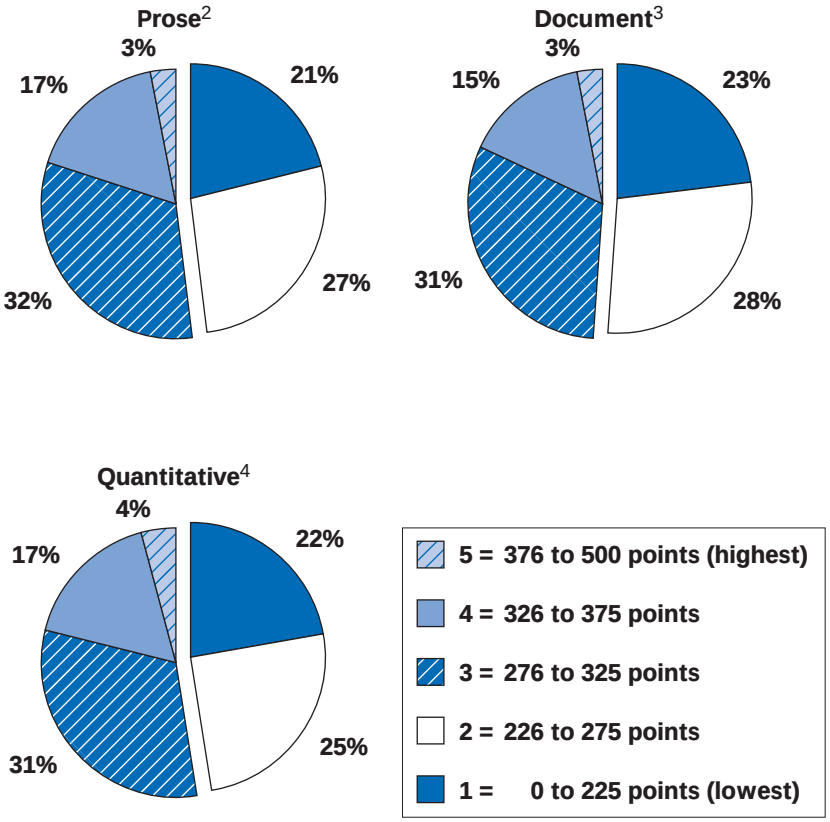
- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public 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.

Nearly half of all American adults read and write at the two lowest levels of prose, document, and quantitative literacy in English. While these adults do have some limited literacy skills, they are not likely to be able to perform the range of complex literacy tasks that the National Education Goals Panel considers important for competing successfully in a global economy and exercising fully the rights and responsibilities of citizenship.

Exhibit 56

Adult Literacy

Percentage of adults aged 16 and older who scored at five literacy levels[1] on prose, document, and quantitative literacy scales, 1992



[1] Test results are reported on scales of 0 to 500 points. Scores are grouped into five levels, with Level 5 being most proficient and Level 1 being least proficient. Complete descriptions of each level can be found in Appendix A.
[2] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.
[3] Document literacy tasks require readers to locate and use information contained in materials such as tables, charts, and maps.
[4] Quantitative literacy tasks require readers to perform arithmetic computations using numbers found in printed materials.

Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

Examples of Literacy Tasks at Different Levels of Difficulty on the National Adult Literacy Survey

LEVEL 1 (least difficult)

- Read a newspaper article about a marathon swimmer and underline the sentence in the article that tells what she ate during the swim.
- Complete a portion of a job application.
- Add two numbers on a bank deposit slip.

LEVEL 2

- Read a manufacturer's instructions for returning appliances for service, then select the customer's note that best followed the company's instructions.
- Use a table in a catalogue to determine shipping charges for office supplies. Then complete an order form by filling in the amounts and calculating the total charges.
- Review a pay stub and write down the year-to-date gross pay.

LEVEL 3

- Write a letter about an error that appears on a credit card bill.
- Interpret a graph which estimates power consumption for four different years by energy source.
- Calculate the difference in population growth between two groups from information presented in a graph.

LEVEL 4

- Read a newspaper article about technologies used to produce more fuel-efficient cars and then contrast the two opposing views presented.
- Use a bus schedule to determine how long a passenger who misses a bus would have to wait for another bus if traveling between two given locations on a weekend.
- Estimate the cost per ounce of peanut butter, using information from two different types of price labels.

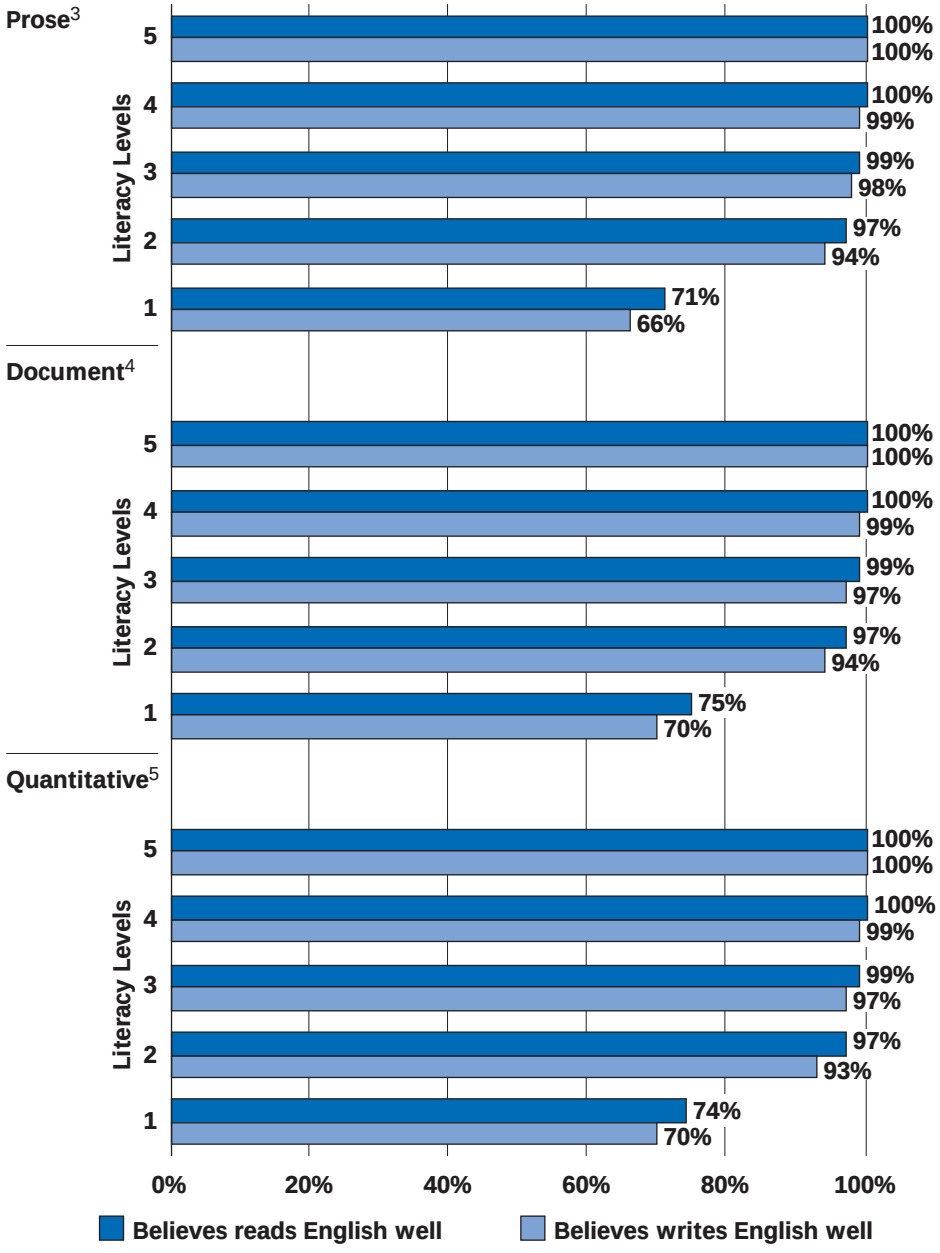
LEVEL 5 (most difficult)

- Read a page of information about jury selection and service, then identify and summarize two kinds of challenges attorneys use when selecting potential jurors.
- Use information in a table to analyze the results of a parent-teacher survey and write a paragraph summarizing the results.
- Read an advertisement for home equity loans and explain how to calculate total interest charges for the loan.

Exhibit 57
Adults' Perceptions of Own Literacy Abilities, by Literacy Level

Percentage of adults aged 16 and older who reported that they read and write English well,[1] by literacy level,[2] 1992

Despite the fact that nearly half of all American adults read and write at the two lowest levels of proficiency, nearly all American adults believe that they read and write English well. Even among those at the very lowest proficiency level, roughly three-fourths reported that they read English well, and slightly more than two-thirds reported that they write English well.



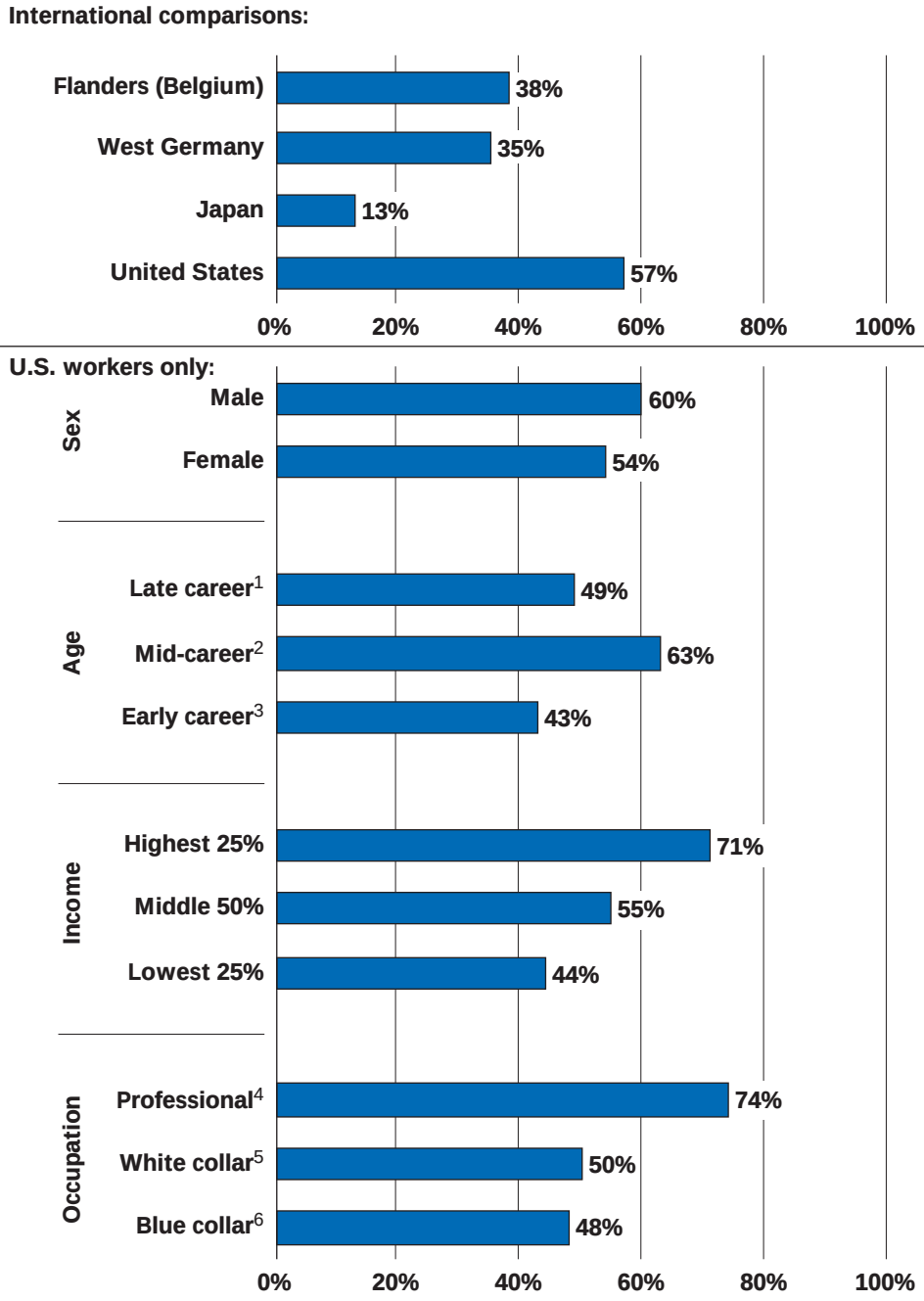
Level 5 =	376	to	500 points
Level 4 =	326	to	375 points
Level 3 =	276	to	325 points
Level 2 =	226	to	275 points
Level 1 =	0	to	225 points

[1] Responses of "well" and "very well" combined.
[2] Test results are reported on scales of 0 to 500 points. Scores are grouped into five levels, with Level 5 being most proficient and Level 1 being least proficient. Complete descriptions of each level can be found in Appendix A.
[3] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.
[4] Document literacy tasks require readers to locate and use information contained in materials such as tables, charts, and maps.
[5] Quantitative literacy tasks require readers to perform arithmetic computations using numbers found in printed materials.

Source: National Center for Education Statistics, 1993
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 58
Perceived Usefulness of Skills in the Future

Percentage of adult workers who reported that their present job skills will be very useful in five years, 1989-91



U.S. workers were far more likely than Belgian, German, or Japanese workers to predict that their present job skills will be very useful in five years. U.S. satisfaction with current levels of job skills contrasts most sharply with Japan, where fewer than one in five workers predict that their skills will be sufficient to meet job demands in the future.

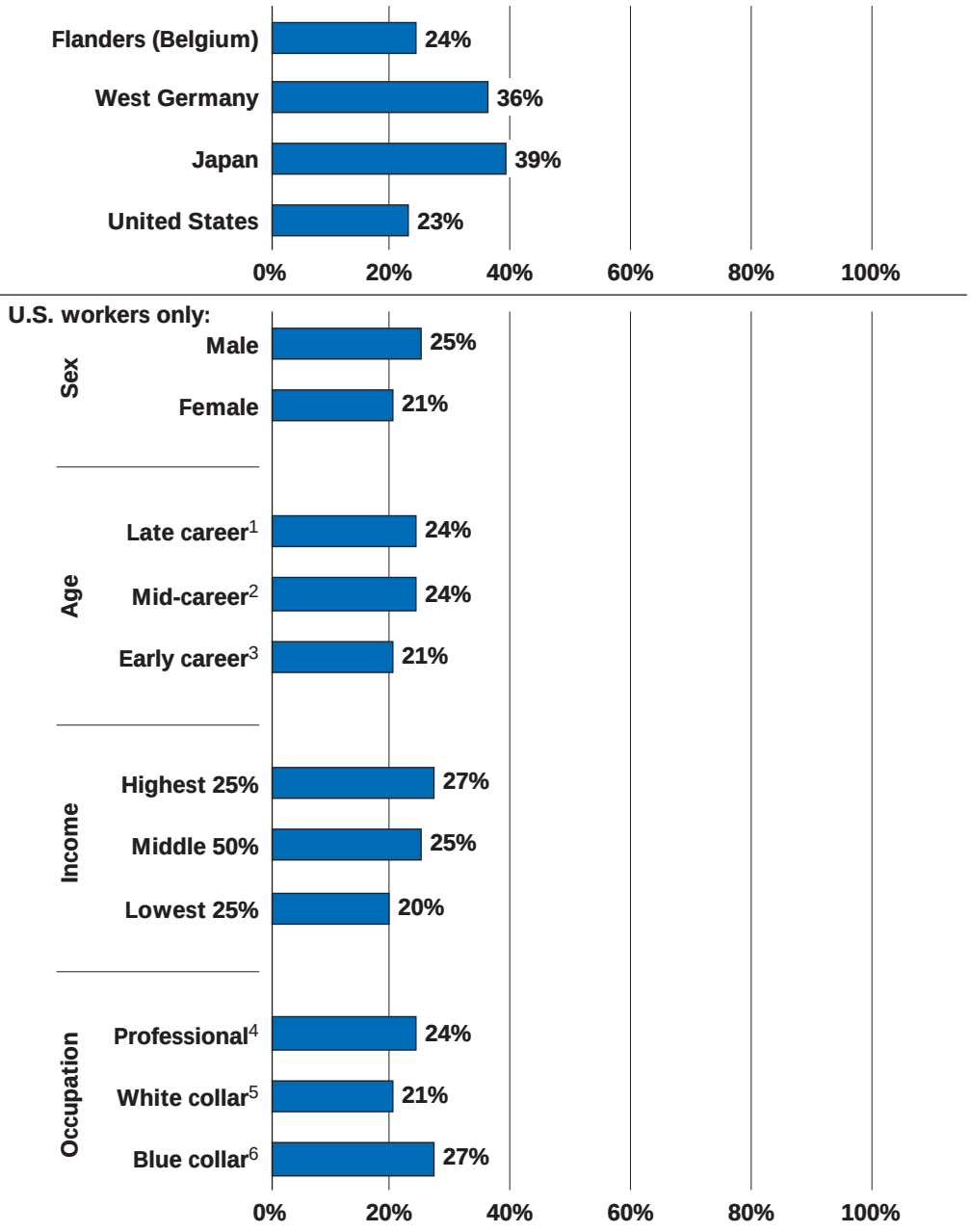
[1] Includes 51+-year-olds.
[2] Includes 26- to 50-year-olds.
[3] Includes 25-year-olds and younger.
[4] Includes owner-manager, professional, and managerial occupational categories.
[5] Includes supervisor-white collar, and white collar occupational categories.
[6] Includes supervisor-blue collar, and blue collar occupational categories.

Source: Cornell University, 1992
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 59
Perceived Responsibility for Improving Job Performance

Percentage of adult workers who strongly agreed that workers should be expected to think up better ways to do their jobs, 1989-91

Delegating responsibility to employees to inspect quality, improve productivity, and design better ways to do their own jobs has been found to be a characteristic common to many competitive, high-performance companies. Yet U.S. workers were much less likely than German and Japanese workers to report that they strongly agreed that workers should be expected to think up better ways to do their jobs.

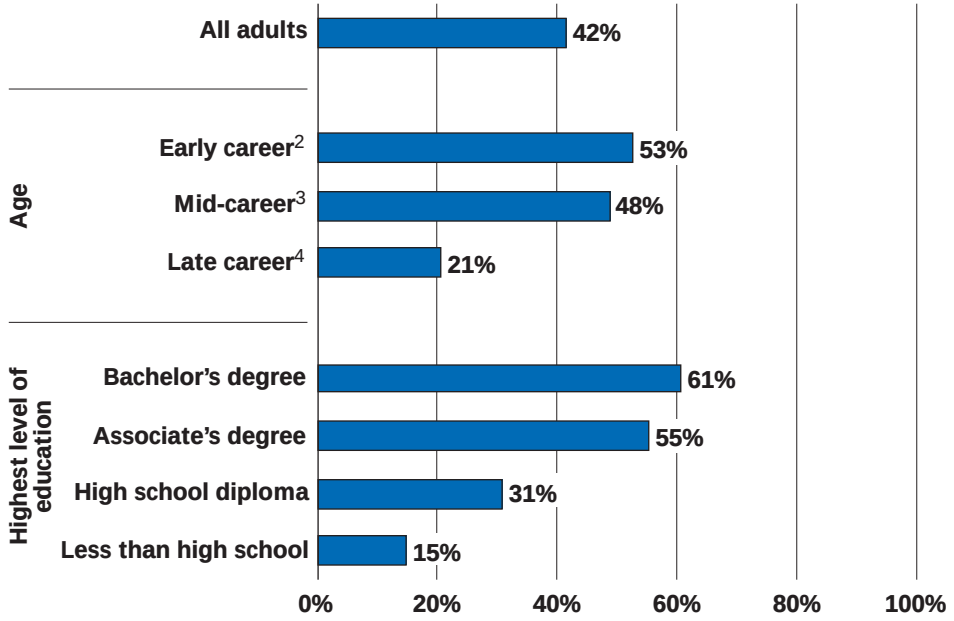


[1] Includes 51+-year-olds.
[2] Includes 26- to 50-year-olds.
[3] Includes 25-year-olds and younger.
[4] Includes owner-manager, professional, and managerial occupational categories.
[5] Includes supervisor-white collar, and white collar occupational categories.
[6] Includes supervisor-blue collar, and blue collar occupational categories.

Source: Cornell University, 1992
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 60
Participation in Adult Education

Percentage of all adults[1] 17 years and older who took adult education courses during the previous 12 months, 1995



[1] Excluding those participating in full-time educational programs exclusively.
[2] Includes 17- to 34-year-olds.
[3] Includes 35- to 54-year-olds.
[4] Includes 55+-year-olds.

In 1995, about four in ten of all adults reported that they took adult education courses.

Change Since 1991[1]

Percentage of adults[2] 17 years and older who took adult education courses during the previous 12 months:

	1991	1995
All adults	34%	42% *
By age:		
Early career[3]	43%	53% *
Mid-career[4]	40%	48% *
Late career[5]	15%	21% *
By highest level of education:		
Bachelor's degree	55%	61% *
Associate's degree	50%	55%
High school diploma	31%	31%
Less than high school	13%	15%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Excluding those participating in full-time educational programs exclusively.
[3] Includes 17- to 34-year-olds.
[4] Includes 35- to 54-year-olds.
[5] Includes 55+-year-olds.

More adults reported taking adult education courses in 1995 than in 1991. Increases were found across all career age groupings.

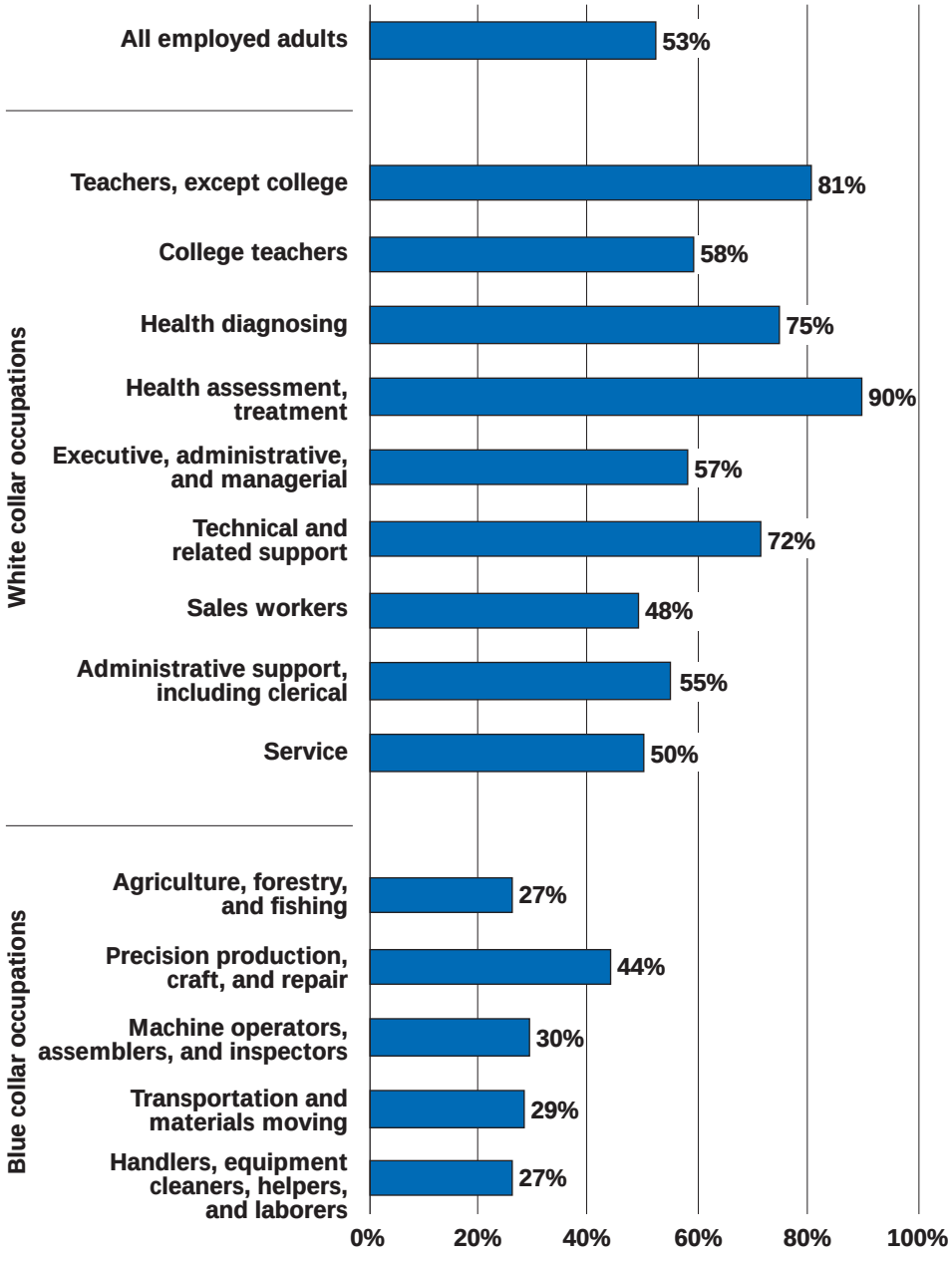
Source: National Center for Education Statistics and Westat, Inc., 1991 and 1995
This exhibit updates information presented in the 1994 Goals Report.

In 1995, about five out of ten employed adults reported that they took adult education courses. In general, white collar workers were more likely than blue collar workers to participate in this type of training.

Exhibit 61

Participation in Adult Education, by Occupation

Percentage of employed adults[1] 17 years and older who took one or more adult education courses during the previous 12 months, 1995



[1] Excluding unemployed persons and persons not in the labor force, such as retirees, homemakers, etc. Excluding those participating in full-time educational programs exclusively.

Exhibit 61 (continued)
Participation in Adult Education, by Occupation

Change Since 1991[1]

Percentage of employed adults[2] 17 years and older who took one or more adult education courses during the previous 12 months:

	1991	1995
All employed adults	41%	53% *
By white collar occupation:		
Teachers, except college	69%	81%
College teachers	55%	58%
Health diagnosing	74%	75%
Health assessment, treatment	75%	90%
Executive, administrative, managerial	60%	57%
Technical and related support	67%	72%
Sales workers	43%	48%
Administrative support, including clerical	38%	55% *
Service	27%	50% *
By blue collar occupation:		
Agriculture, forestry, and fishing	10%	27% *
Precision production, craft, and repair	34%	44% *
Machine operators, assemblers, and inspectors	29%	30%
Transportation and materials moving	26%	29%
Handlers, equipment cleaning, helpers, and laborers	23%	27%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Excluding unemployed persons and persons not in the labor force, such as retirees, homemakers, etc. Excluding those participating in full-time educational programs exclusively.

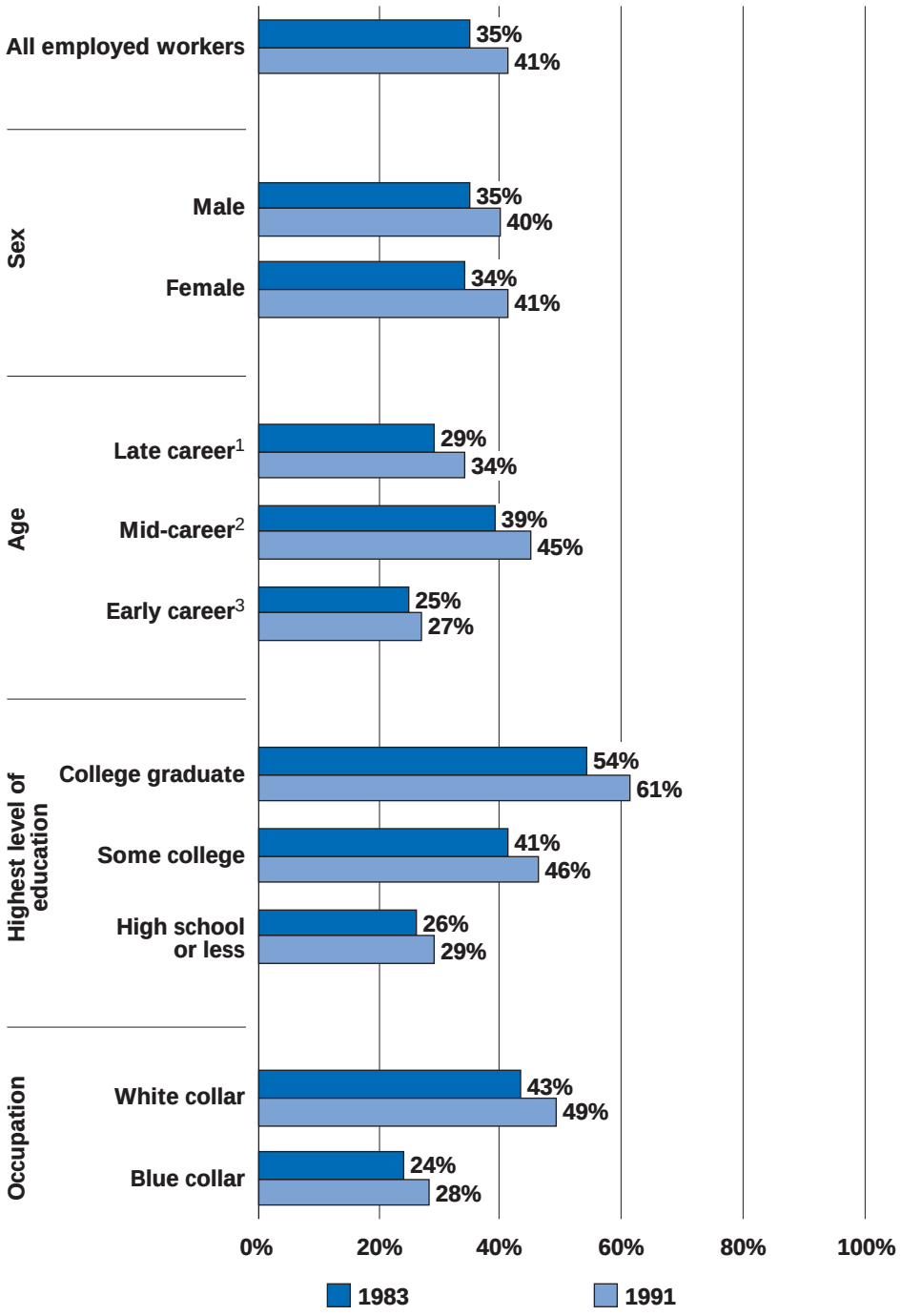
The percentage of employed adults who reported taking adult education courses increased from 41% in 1991 to 53% in 1995.

Source: National Center for Education Statistics and Westat, Inc., 1991, 1993, and 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 62
Worker Training

Percentage of U.S. workers who took training to improve their current job skills, 1983 and 1991

Between 1983 and 1991, the percentage of U.S. workers who took training to improve their current job skills rose from 35% to 41%. White collar workers, college graduates, and workers in mid-career were most likely to pursue further training.

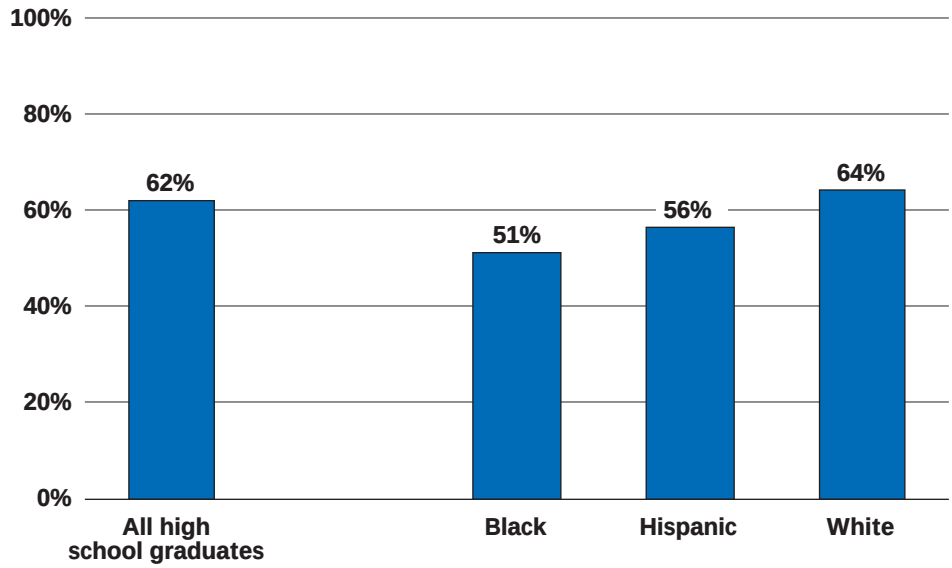


[1] Includes 55+-year-olds.
[2] Includes 25- to 54-year-olds.
[3] Includes 24-year-olds and younger.

Source: Bureau of Labor Statistics, 1992
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 63
College Enrollment

Percentage[1] of high school graduates who enrolled in two- or four-year colleges[2] immediately after graduation, 1993



[1] Three-year averages (1992-1994).
[2] Includes junior colleges, community colleges, and universities.

About six out of ten 1993 high school graduates enrolled in either two- or four-year colleges immediately after graduation.

Change Since 1990[1]

Percentage of high school graduates who enrolled in two- or four-year colleges[2] immediately after graduation:

	1990[3]	1993[4]
All high school graduates	61%	62%
Black	49%	51%
Hispanic	52%	56%
White	63%	64%

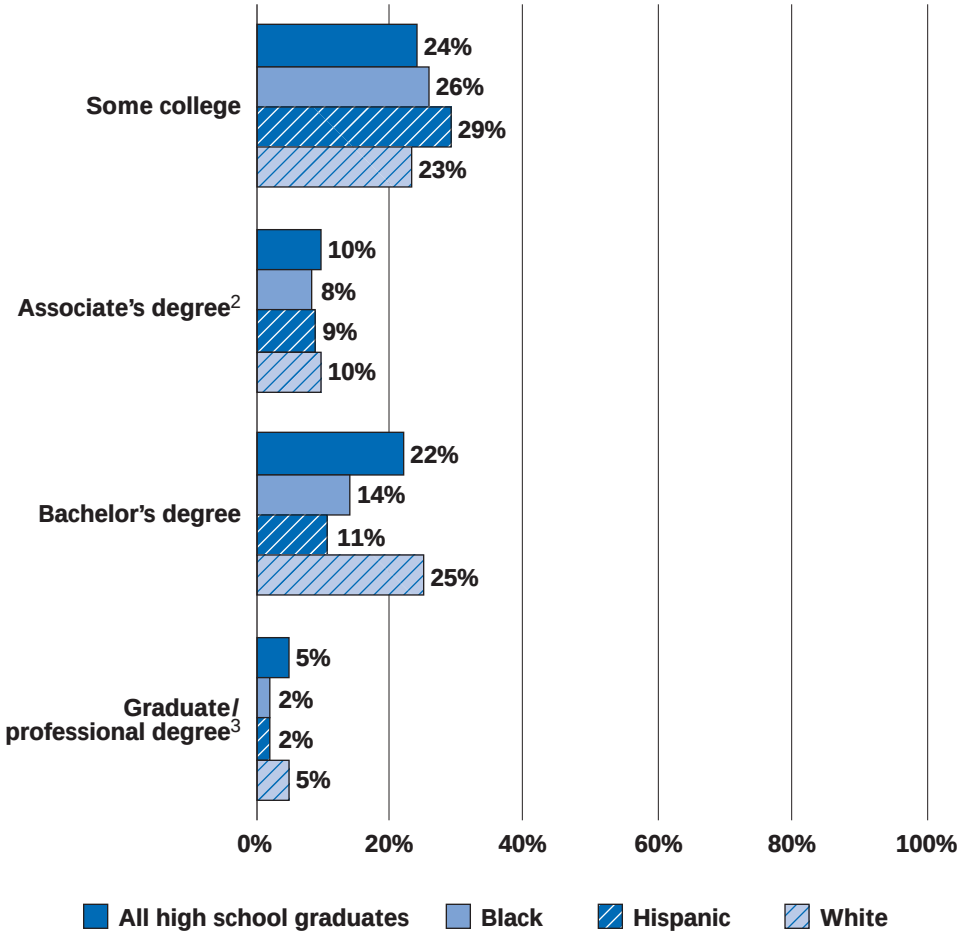
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Includes junior colleges, community colleges, and universities.
[3] Three-year averages (1989-1991).
[4] Three-year averages (1992-1994).

Source: Bureau of the Census, National Center for Education Statistics, and Pinkerton Computer Consultants, 1995
This exhibit updates information presented in the 1994 Goals Report.

In 1994, approximately one-third of all high school graduates aged 25-29 held an associate's or bachelor's degree. An additional 5% had a postgraduate degree.

Exhibit 64
College Completion

Percentage of high school graduates aged 25-29 who have completed the following levels of education,[1] 1994



[1] Percentages represent highest level of education completed.
[2] Combines occupational/vocational and academic degrees.
[3] Combines master's, doctoral, and professional degrees.

Between 1992 and 1994, the percentage of high school graduates aged 25-29 who completed some college or an associate's degree increased.

Change Since 1992[1]

Percentage of high school graduates aged 25-29 who have completed the following levels of education:[2]

	Some college		Associate's degree[3]		Bachelor's degree		Graduate/ professional degree[4]	
	1992	1994	1992	1994	1992	1994	1992	1994
All high school graduates	22%	24% *	8%	10% *	22%	22%	5%	5%
Black	23%	26%	8%	8%	11%	14%	3%	2%
Hispanic	24%	29%	7%	9%	13%	11%	3%	2%
White	21%	23% *	8%	10% *	25%	25%	5%	5%

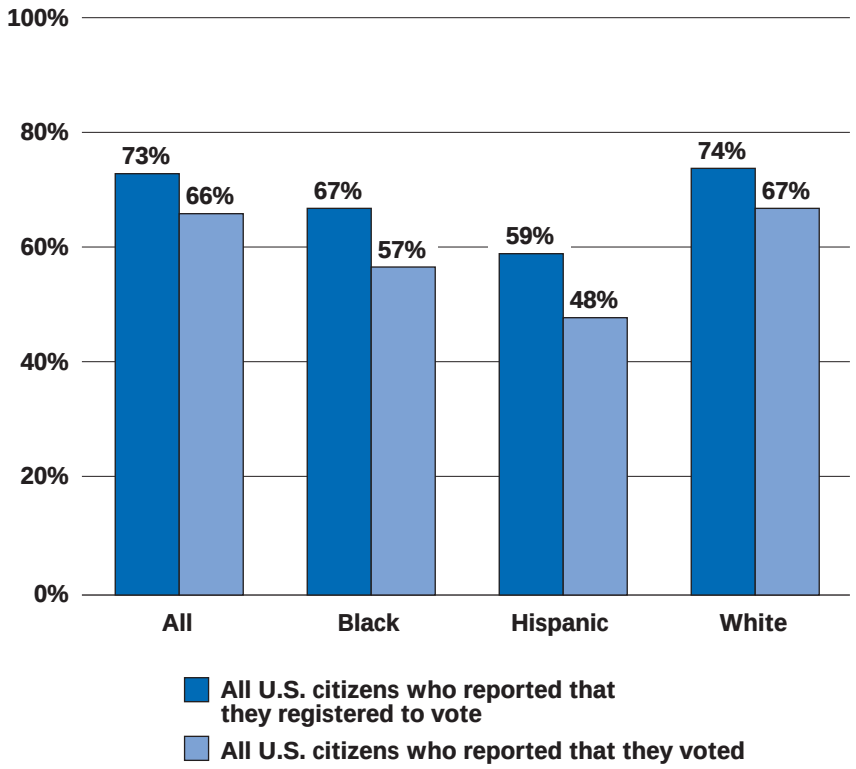
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Percentages represent highest level of education completed.
[3] Combines occupational/vocational and academic degrees.
[4] Combines master's, doctoral, and professional degrees.

Source: Bureau of the Census, National Center for Education Statistics, and Pinkerton Computer Consultants, 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

Exhibit 65

Voter Registration and Voting

Percentage of all U.S. citizens who reported that they registered to vote and who reported that they voted, 1992



In 1992, 73% of all U.S. citizens reported that they were registered to vote, while only two-thirds reported that they actually voted.

Change Since 1988[1]

Percentage of all U.S. citizens who reported that they registered to vote and who reported that they voted:

	Registered to vote		Voted	
	1988	1992	1988	1992
All	70%	73% *	61%	66% *
Black	67%	67%	53%	57% *
Hispanic	57%	59%	46%	48%
White	71%	74% *	62%	67% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

Between 1988 and 1992, the percentage of U.S. citizens who reported registering to vote and who reported voting increased.

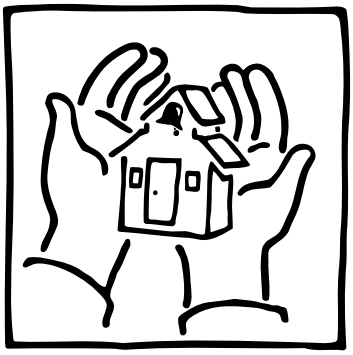
Source: Bureau of the Census, 1989 and 1993
This exhibit repeats information presented in the 1994 Goals Report.

GOAL 7

Safe, Disciplined, and Alcohol- and Drug-free Schools

GOAL 7

Safe, Disciplined, and Alcohol- and Drug-free Schools



No child or youth should be fearful on the way to school, afraid while there, forced to deal with frequent disruptions in the classroom, or pressured to use unhealthy or illegal substances. Students in such environments are much less likely to meet the Goals we set for them—to stay in school, perform at higher academic levels, and excel in mathematics and science. Yet more and more of them must cope with the theft and vandalism of their property. Increasingly, they must deal with in-school assaults by other students with weapons. And, as data in this Volume reveal, many are approached—inside their schools—by those wanting to give or sell them an illegal drug, and most report that the misbehavior of others interferes with their own learning.

Certainly, Goal 7 cannot be attained by the schools alone. In order for schools to be safe, disciplined, and alcohol- and drug-free, families must foster healthy habits and communities must surround children and youth with positive experiences. Even so, schools have an important role to play in creating healthy learning environments for students.

If teaching and learning are to occur in an environment free of fear of violence, then any percentage of students who report that they bring weapons to school is intolerable (the percentages reporting carrying a weapon to school at least once during the previous four weeks were 10% of 8th graders, 9% of 10th graders, and 6% of 12th graders). The data also tell us that students are aware of considerable gang activity among their peers and that an alarming percentage in secondary schools feel unsafe at school or getting to or coming from school. Many students also report that their teachers have to interrupt class to deal with problems of student misbehavior. And the use of marijuana by 8th, 10th, and 12th graders is steadily increasing.

Young people have an obligation to be serious about school. But schools, helped by their surrounding communities, also have an obligation to create the conditions necessary for teaching and learning to take place. Only then can students be expected to take responsibility for learning.

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.

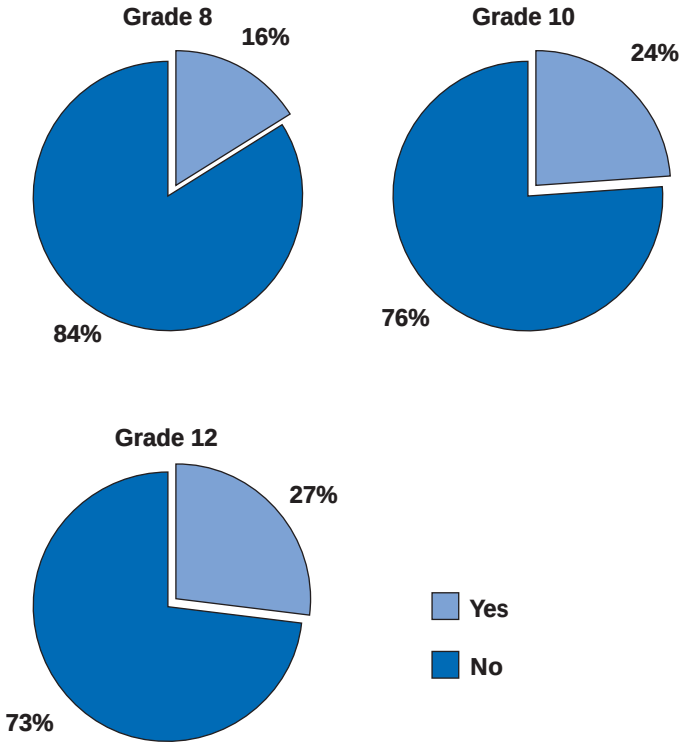
Objectives

- 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.

In 1994, nearly one in six 8th graders, and more than one in four 10th and 12th graders, reported that they had been approached at school by someone trying to sell or give them drugs during the previous year.

Exhibit 66
Sale of Drugs at School

Percentage of students who reported that someone had offered to sell or give them an illegal drug at school[1] during the previous year, 1994



[1] Or someone had actually sold or given them an illegal drug at school.

Between 1992 and 1994, the percentages of 8th, 10th, and 12th graders who reported that someone had offered to sell or give them an illegal drug at school increased.

Change Since 1992[1]

Percentage of students who reported that someone had offered to sell or give them an illegal drug at school[2] during the previous year:

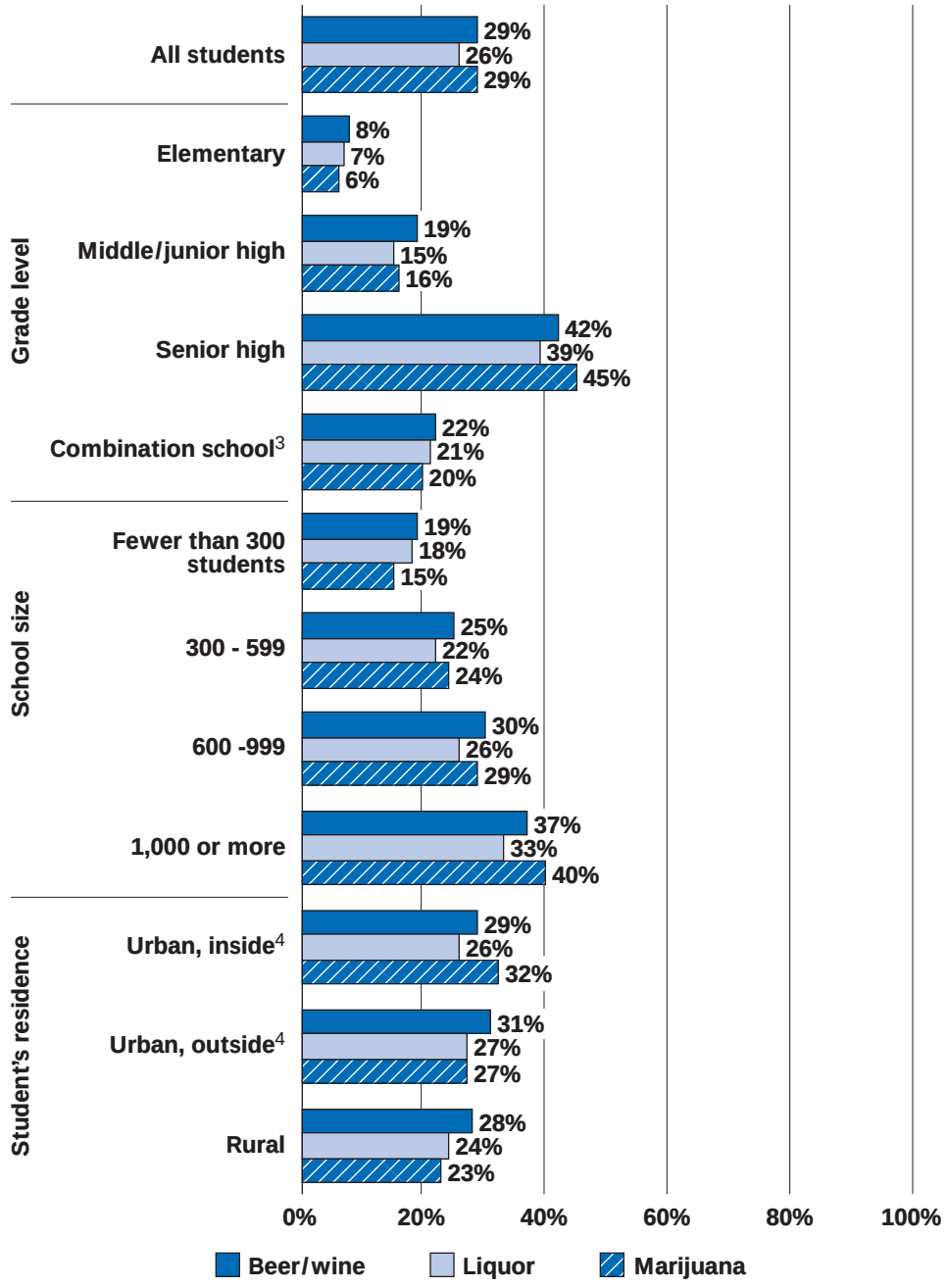
	1992	1994
8th graders	10%	16% *
10th graders	18%	24% *
12th graders	23%	27% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Or someone had actually sold or given them an illegal drug at school.

Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 67
Obtaining Illegal Drugs at School

Percentage of students[1] who reported that it was easy[2] to obtain alcohol or marijuana at school or on school grounds, 1993



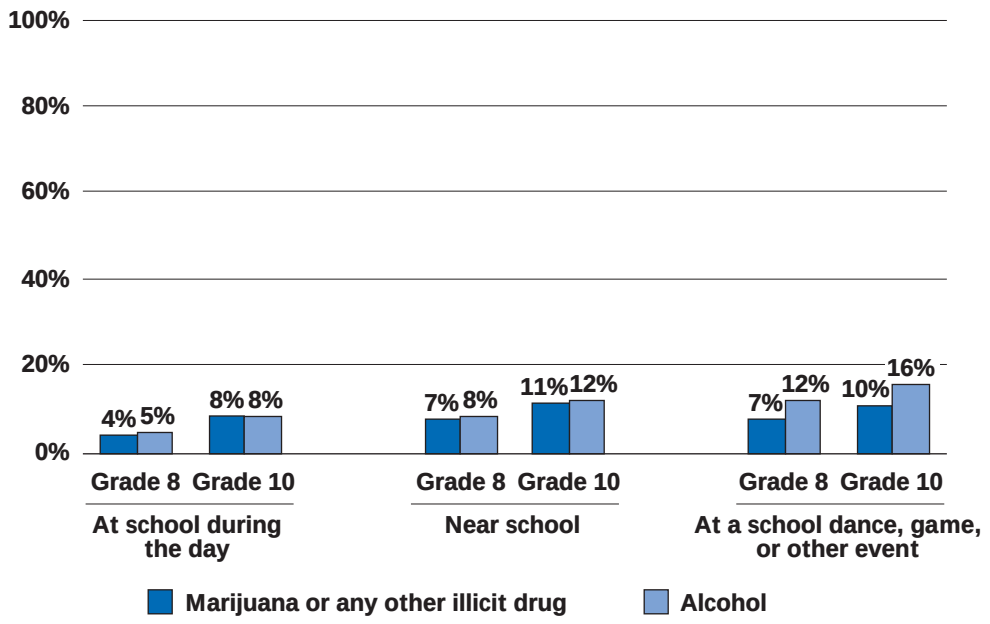
In 1993, more than one-fourth of all students reported that beer or wine, liquor, and marijuana were easy to obtain at school or on school grounds.

[1] Includes 6th through 12th graders.
[2] Responses of "easy " and "fairly easy" combined.
[3] Students were assigned to a school category on the basis of their grade level. School categories were as follows: Schools in which the lowest grade was 3 or less and the highest grade was 8 or less were classified as elementary. Schools in which the lowest grade was 4 through 9 and the highest grade was 4 through 9 were classified as middle/junior high. Schools in which the lowest grade was 7 through 12 and the highest grade was 10 through 12 were classified as senior high. Schools that did not meet these qualifications were classified as "combination schools."
[4] See Appendix A for a complete description.

Source: National Center for Education Statistics and Westat, Inc., 1993
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 68
Use of Drugs at School by 8th and 10th Graders

Percentage of 8th and 10th graders who reported that they used alcohol or other drugs at or near school during the previous year, 1994



Although alcohol, marijuana, and other illicit drugs are rarely used by students at school during the day, higher levels of use occur near school and at school events, according to student reports. Use of alcohol or other drugs is more prevalent among older students.

Between 1991 and 1994, the percentages of 8th and 10th graders who reported using marijuana or other illicit drugs at or near school or at a school event increased. Also increasing was the percentage of 8th graders who reported using alcohol at or near school. The percentage of 10th graders who reported using alcohol at a school dance, game, or other event decreased.

Change Since 1991[1]

Percentage of students who reported that they used alcohol or other drugs at or near school during the previous year:

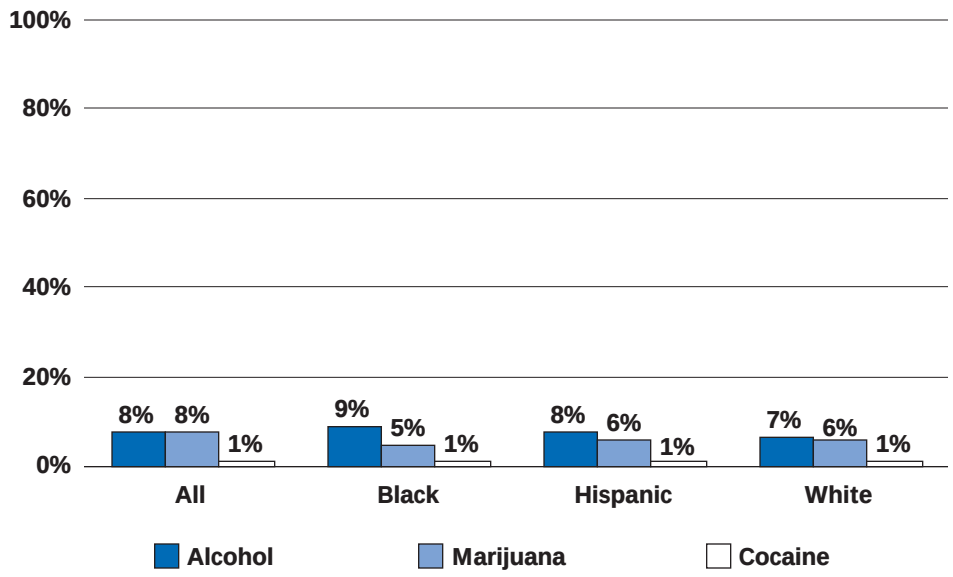
	8th graders		10th graders	
	1991	1994	1991	1994
At school during the day				
Marijuana or any other illicit drug	2%	4% *	5%	8% *
Alcohol	4%	5% *	7%	8%
Near school				
Marijuana or any other illicit drug	3%	7% *	7%	11% *
Alcohol	6%	8% *	12%	12%
At a school dance, game, or other event				
Marijuana or any other illicit drug	4%	7% *	6%	10% *
Alcohol	11%	12%	19%	16% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 69
Use of Drugs at School by 12th Graders

Percentage[1] of 12th graders who reported that they used the following substances at school during the previous year, 1994



[1] Three-year averages (1992-1994) reported for racial/ethnic groups.

Use of alcohol and other drugs by 12th graders at school is not widespread. In 1994, 8% of 12th graders reported using alcohol at school during the previous year, 8% reported using marijuana, and 1% reported using cocaine.

Change Since 1990[1]

Percentage[2] of 12th graders who reported that they used the following substances at school during the previous year:

	Alcohol		Marijuana		Cocaine	
	1990	1994	1990	1994	1990	1994
All[3]	7%	8%	6%	8% *	1%	1% *
Black	8%	9%	4%	5%	<1%	1%
Hispanic	8%	8%	6%	6%	1%	1%
White	8%	7%	8%	6% *	1%	1%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Three-year averages (1988-1990, 1992-1994) reported for racial/ethnic groups.
[3] The nonrounded values for 12th graders in 1990 and 1994 for cocaine were 1.4 and 0.5, respectively.

Between 1990 and 1994, the percentage of 12th grade students who reported using marijuana at school increased, while the percentage who reported using cocaine at school decreased.

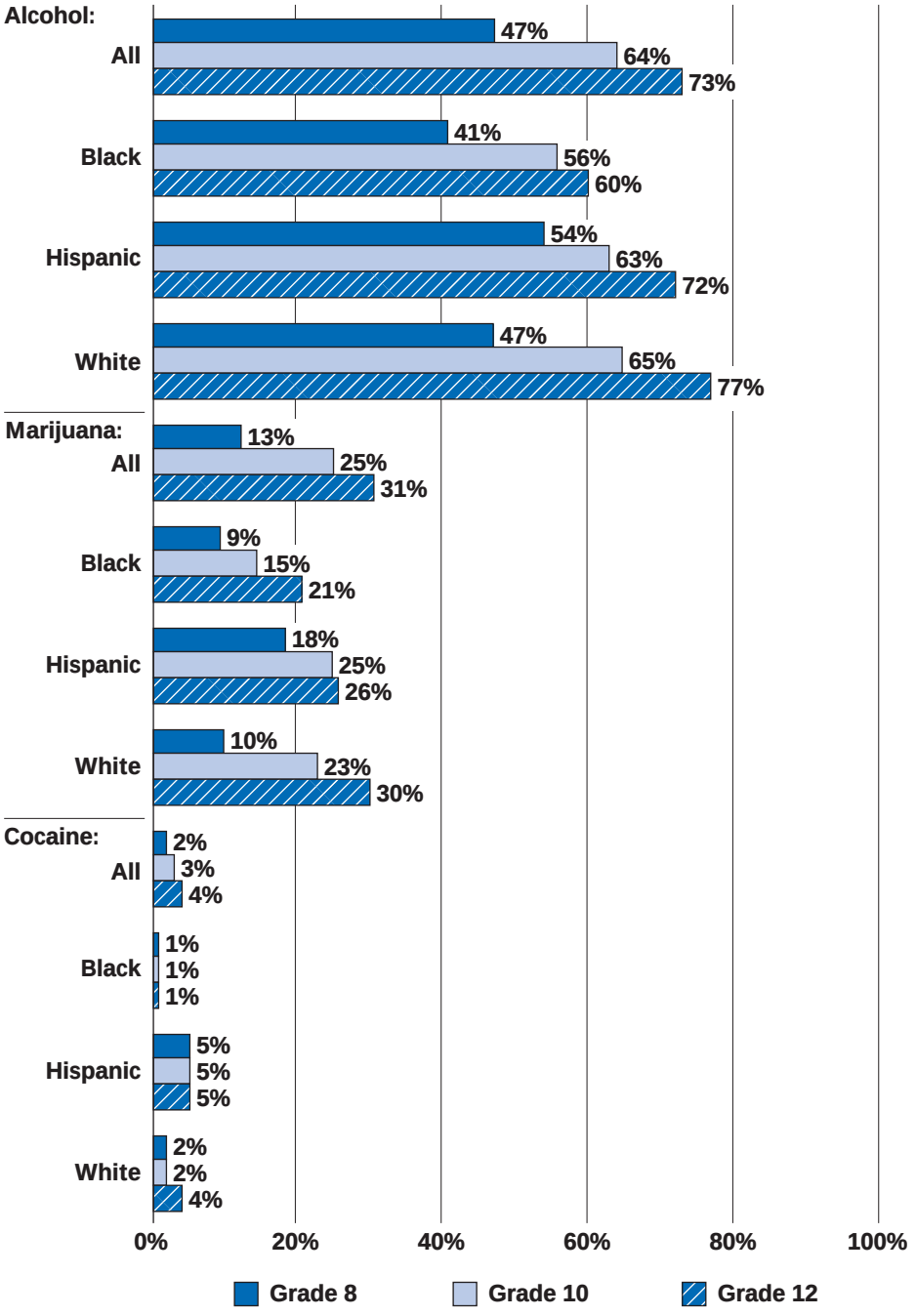
Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

Although alcohol and other drugs are rarely used at school, overall use is much higher. Alcohol is used by nearly three-fourths of all 12th graders and is by far the most commonly used drug, according to student reports. Alcohol use and marijuana use are more prevalent among older students, although cocaine use is relatively uncommon across age groups. Black students report the lowest rates of use at all grade levels.

Exhibit 70

Overall Student Drug Use

Percentage[1] of students who reported that they used the following substances during the previous year, 1994



[1] Two-year averages (1993-1994) reported for racial/ethnic groups.

Exhibit 70 (continued)
Overall Student Drug Use

Change Since 1990[1]

Percentage[2] of 12th graders who reported that they used the following substances during the previous year:

	Marijuana		Cocaine	
	1990	1994	1990	1994
All	27%	31% *	5%	4% *
Black	14%	21% *	2%	1% *
Hispanic	22%	26% *	7%	5% *
White	32%	30%	6%	4% *

Between 1990 and 1994, the percentage of high school seniors who reported using cocaine decreased, while the percentage who reported using marijuana increased.

Change Since 1991[1]

Percentages[3] of 8th and 10th graders who reported that they used the following substances during the previous year:

	Marijuana		Cocaine	
	1991	1994	1991	1994
All 8th graders	6%	13% *	1%	2% *
All 10th graders	17%	25% *	2%	3%

Between 1991 and 1994, the percentages of 8th and 10th graders who reported using marijuana increased, as did the percentage of 8th graders who reported using cocaine.

Change Since 1992[1]

Percentages[3] of 8th and 10th graders who reported that they used the following substances during the previous year:

	Marijuana		Cocaine	
	1992	1994	1992	1994
8th graders:				
Black	4%	9% *	1%	1%
Hispanic	12%	18% *	3%	5% *
White	6%	10% *	1%	2%
10th graders:				
Black	8%	15% *	1%	1%
Hispanic	19%	25% *	4%	5%
White	17%	23% *	2%	2%

Change Since 1993[1]

Percentage of students[4] who reported that they used alcohol during the previous year:

	1993	1994
All 8th graders	45%	47%
All 10th graders	63%	64%
All 12th graders	73%	73%

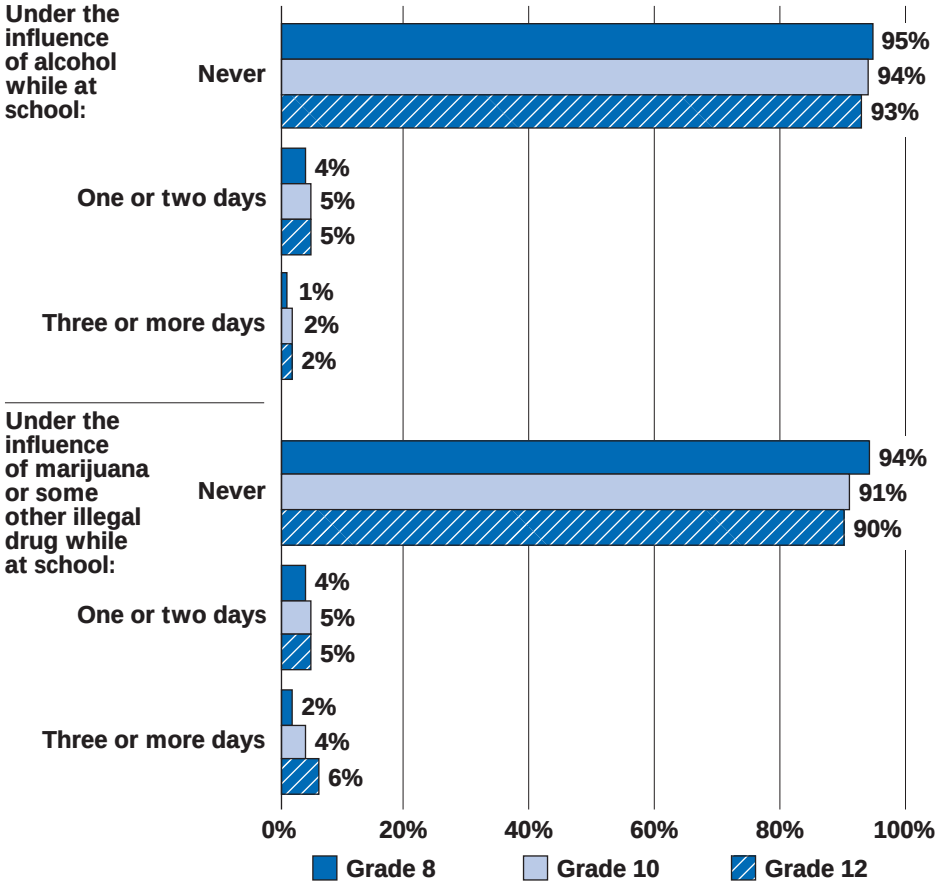
[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Two-year averages (1989-1990, 1993-1994) reported for racial/ethnic groups.
[3] Two-year averages (1991-1992, 1993-1994) reported for racial/ethnic groups.
[4] Although data on overall alcohol use were collected prior to 1993, the wording of the question on use of alcohol changed between the 1992 and the 1993 survey. Therefore, 1993 is established as the baseline for overall alcohol use. Respondent size is insufficient to provide information for racial/ethnic groups.

Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

The vast majority of students reported never being under the influence of alcohol or other drugs while at school.

Exhibit 71
Being Under the Influence of Alcohol or Other Drugs While at School

Percentage[1] of students who reported being under the influence of alcohol or other drugs while at school during the previous four weeks, 1994



[1] Percentages may not add to 100% because of rounding.

Between 1992 and 1994, the percentage of 8th graders who reported never being under the influence of alcohol while at school decreased. Similarly, the percentages of 8th, 10th, and 12th graders who reported never being under the influence of marijuana or some other illegal drug while at school decreased.

Change Since 1992[1]

Percentage[2] of students who reported being under the influence of alcohol or other drugs while at school during the previous four weeks:

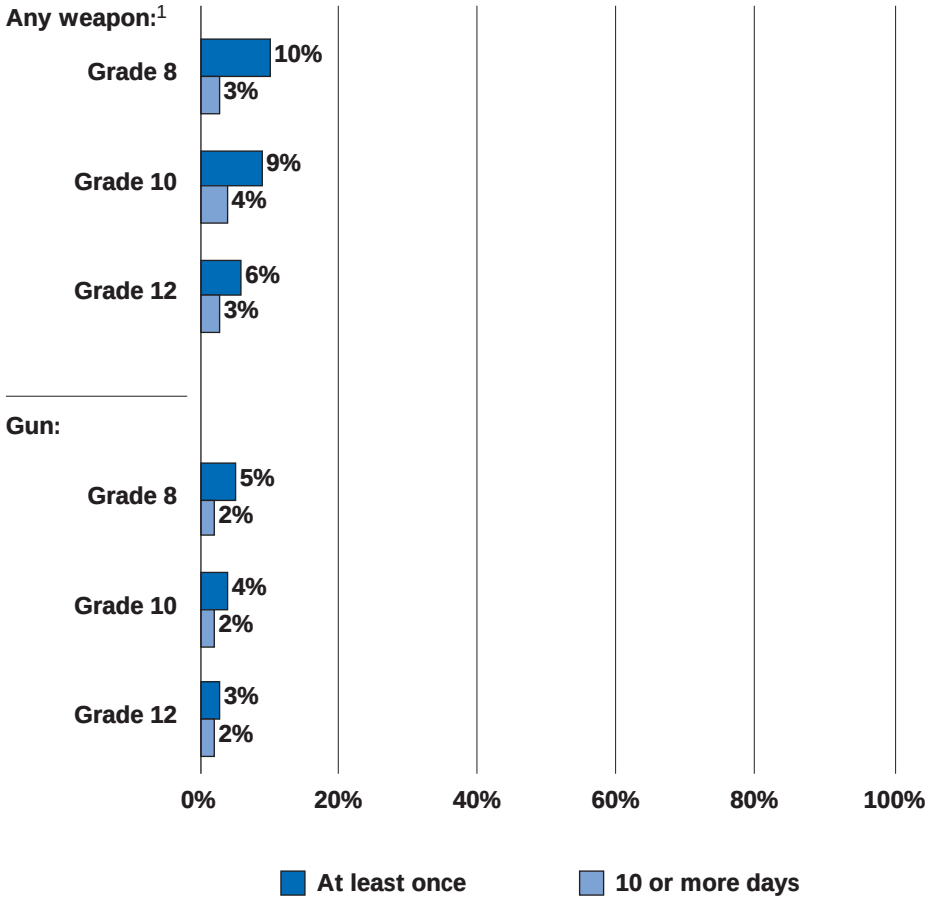
	8th graders		10th graders		12th graders	
	1992	1994	1992	1994	1992	1994
Under the influence of alcohol while at school						
Never	96%	95% *	95%	94%	92%	93%
One or two days	4%	4%	4%	5%	6%	5%
Three or more days	1%	1%	1%	2%	2%	2%
Under the influence of marijuana or some other illegal drug while at school						
Never	97%	94% *	95%	91% *	93%	90% *
One or two days	2%	4% *	3%	5% *	4%	5%
Three or more days	1%	2% *	2%	4% *	3%	6% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Percentages may not add to 100% because of rounding.

Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 72
Carrying Weapons to School

Percentage of students who reported carrying the following weapons to school during the previous four weeks, 1994



In 1994, one in fifty students in Grades 8, 10, and 12 reported that they habitually carried a gun to school (10 or more days in the previous month).

[1] Includes a gun, knife, or club.

Change Since 1992[1]

Percentage of students who reported carrying any weapon[2] to school during the previous four weeks:

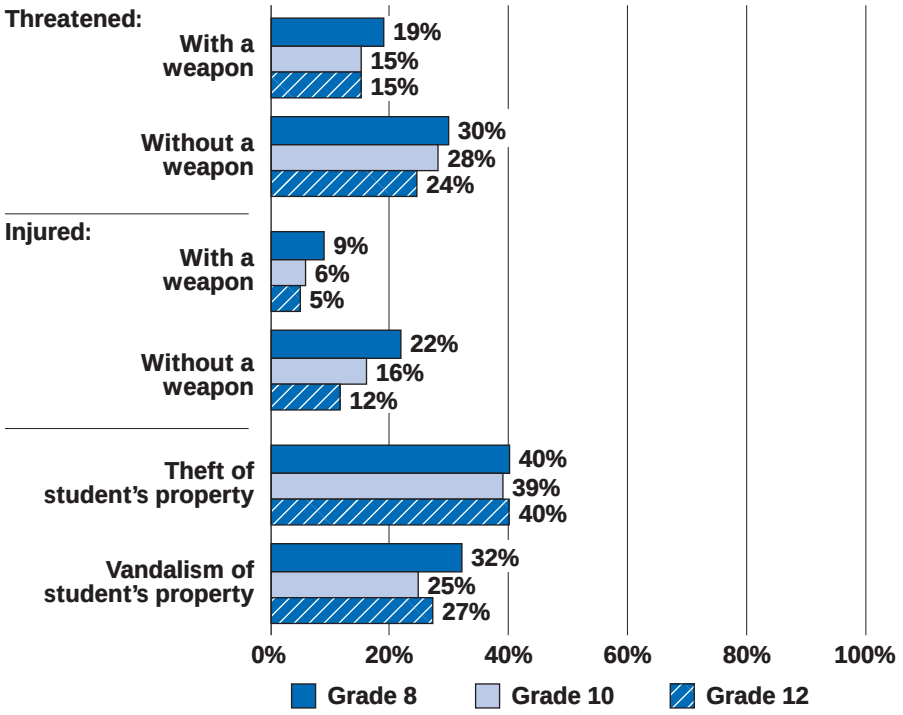
	8th graders		10th graders		12th graders	
	1992	1994	1992	1994	1992	1994
At least once	9%	10%	10%	9%	6%	6%
10 or more days	2%	3%	4%	4%	3%	3%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Includes a gun, knife, or club. 1994 was the first year in which "carrying a gun only" was asked.

Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 73
Student Victimization

Percentage of students who reported that they were victimized in the following ways at school during the previous year, 1994



Substantial numbers of 8th, 10th, and 12th graders were victims of violent acts, theft, and vandalism at school, according to student reports. Threats and injuries were higher among younger students than among students in upper grades.

Change Since 1990[1]

Percentage of 12th graders who reported that they were victimized in the following ways at school during the previous year:

	1990	1994
Threatened:		
With a weapon	13%	15%
Without a weapon	25%	24%
Injured:		
With a weapon	6%	5%
Without a weapon	14%	12%
Theft of student's property	42%	40%
Vandalism of student's property	29%	27%

Change Since 1991[1]

Percentage of 8th and 10th graders who reported that they were victimized in the following ways at school during the previous year:

	8th graders		10th graders	
	1991	1994	1991	1994
Threatened:				
With a weapon	19%	19%	17%	15%
Without a weapon	31%	30%	30%	28% *
Injured:				
With a weapon	9%	9%	8%	6% *
Without a weapon	25%	22% *	20%	16% *
Theft of student's property	42%	40%	44%	39% *
Vandalism of student's property	34%	32%	28%	25% *

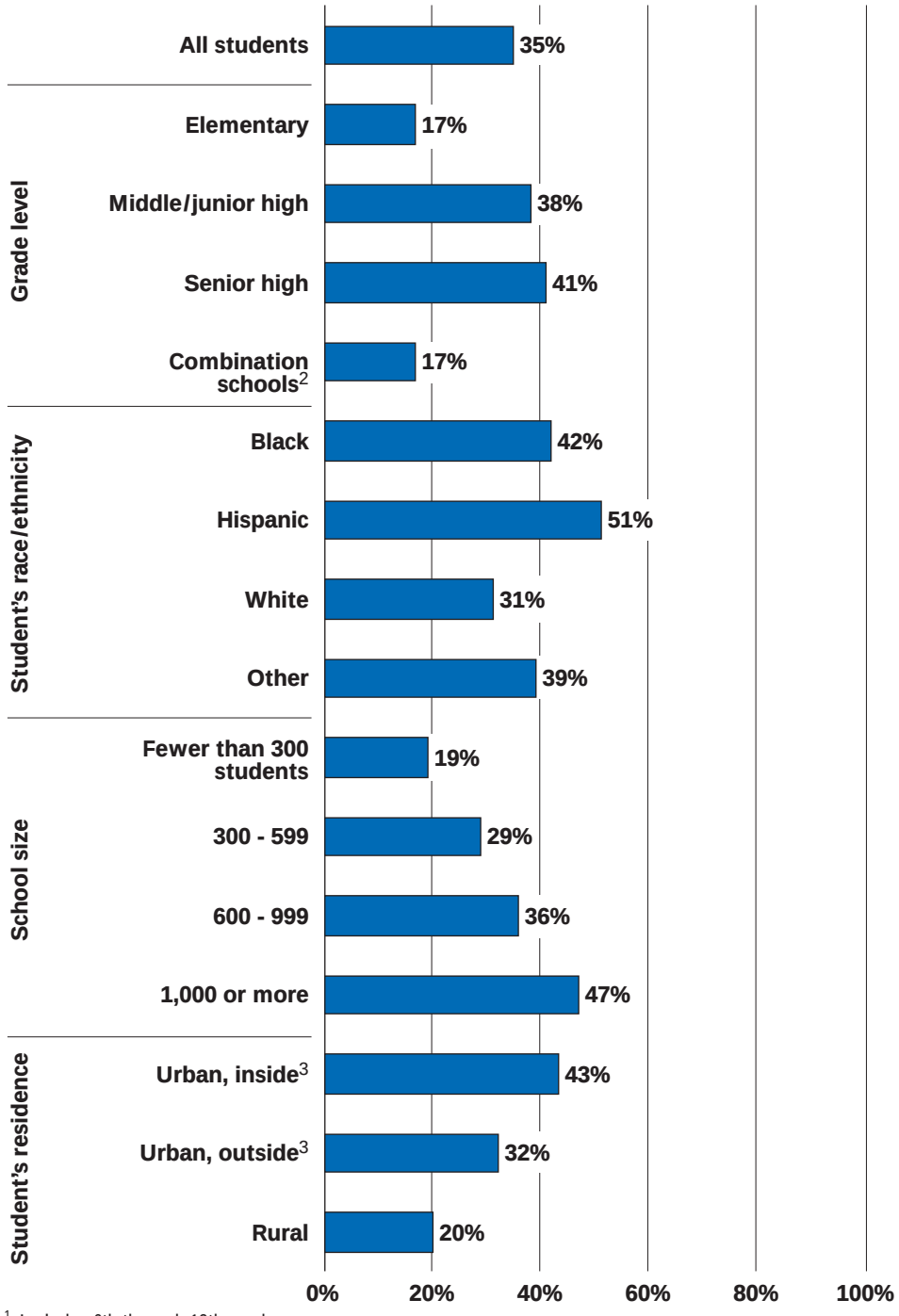
Between 1991 and 1994, fewer 8th and 10th graders reported being injured without a weapon. In addition, fewer 10th graders reported being threatened without a weapon, injured with a weapon, or having their property stolen or vandalized.

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 74
Student Membership in Gangs

Percentage of students[1] who reported that other students in their school belong to fighting gangs, 1993



In 1993, over one-third of all students reported that other students at their school belong to fighting gangs.

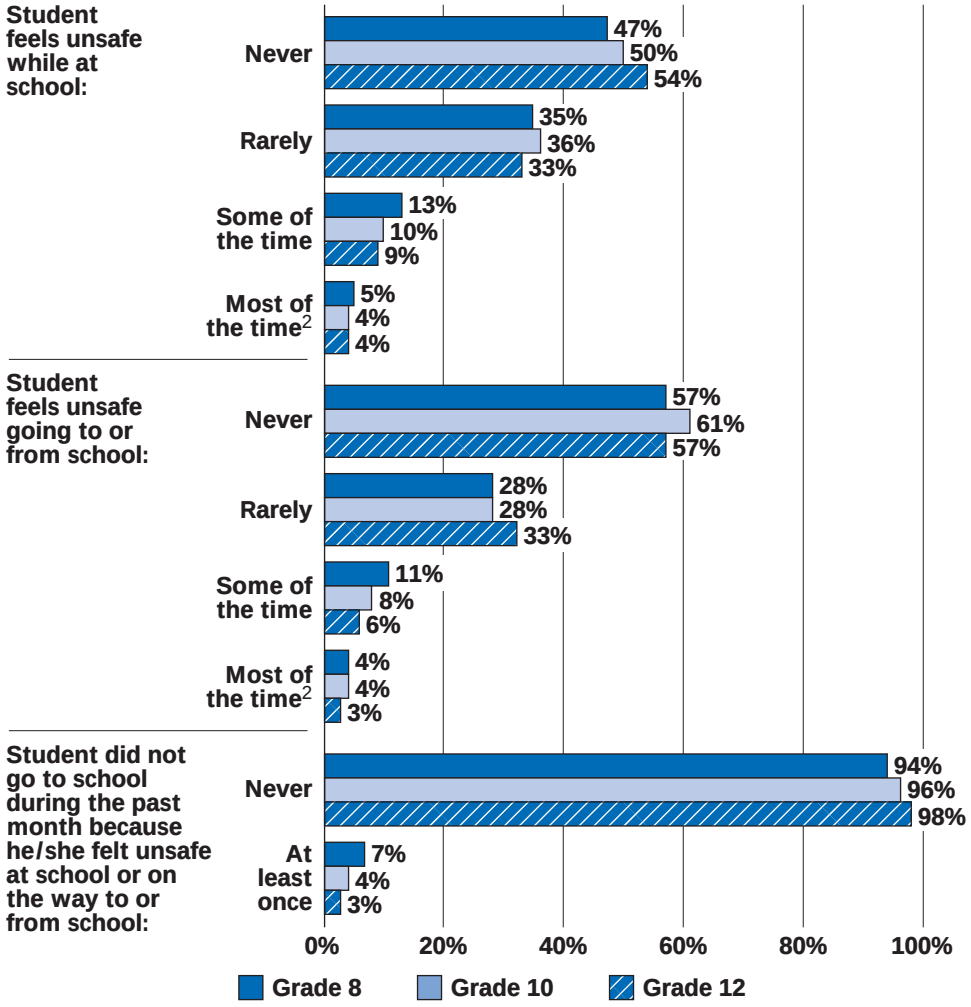
[1] Includes 6th through 12th graders.
[2] Students were assigned to a school category on the basis of their grade level. School categories were as follows: Schools in which the lowest grade was 3 or less and the highest grade was 8 or less were classified as elementary. Schools in which the lowest grade was between 4 and 9 and the highest grade was between 4 and 9 were classified as middle/junior high. Schools in which the lowest grade was between 7 and 12 and the highest grade was between 10 and 12 were classified as senior high. Schools that did not meet these qualifications were classified as "combination schools."
[3] See Appendix A for a complete description.

Source: National Center for Education Statistics and Westat, Inc., 1993
This exhibit repeats information presented in the 1994 Goals Report.

While most students felt safe in or around their schools, substantial numbers reported feeling unsafe some or most of the time. In 1994, 7% of 8th graders reported staying home from school at least once during the previous month because of concerns for their physical safety.

Exhibit 75
Student Safety

Percentage[1] of students who reported feeling unsafe at school or on the way to or from school, 1994



[1] Percentages may not add to 100% because of rounding.
[2] Responses of "most days" and "every day" combined.

Exhibit 75 (continued)
Student Safety

Change Since 1992[1]

Percentage[2] of students who reported feeling unsafe at school or on the way to or from school:

	8th graders		10th graders		12th graders	
	1992	1994	1992	1994	1992	1994
Student feels unsafe at school						
Never	48%	47%	50%	50%	57%	54%
Rarely	36%	35%	36%	36%	30%	33%
Some of the time	12%	13%	11%	10%	9%	9%
Most of the time[3]	4%	5%	3%	4%	3%	4%
Student feels unsafe going to or from school						
Never	57%	57%	60%	61%	59%	57%
Rarely	29%	28%	29%	28%	30%	33%
Some of the time	10%	11%	8%	8%	8%	6%
Most of the time[3]	4%	4%	3%	4% *	4%	3%
Student did not go to school during the past month because he/she felt unsafe at school or on the way to or from school						
Never	93%	94%	96%	96%	97%	98%
At least once	7%	7%	4%	4%	3%	3%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Percentages may not add to 100% because of rounding.
[3] Responses of "most days" and "every day" combined.

Between 1992 and 1994, the percentage of 10th graders who reported feeling unsafe on the way to or from school increased.

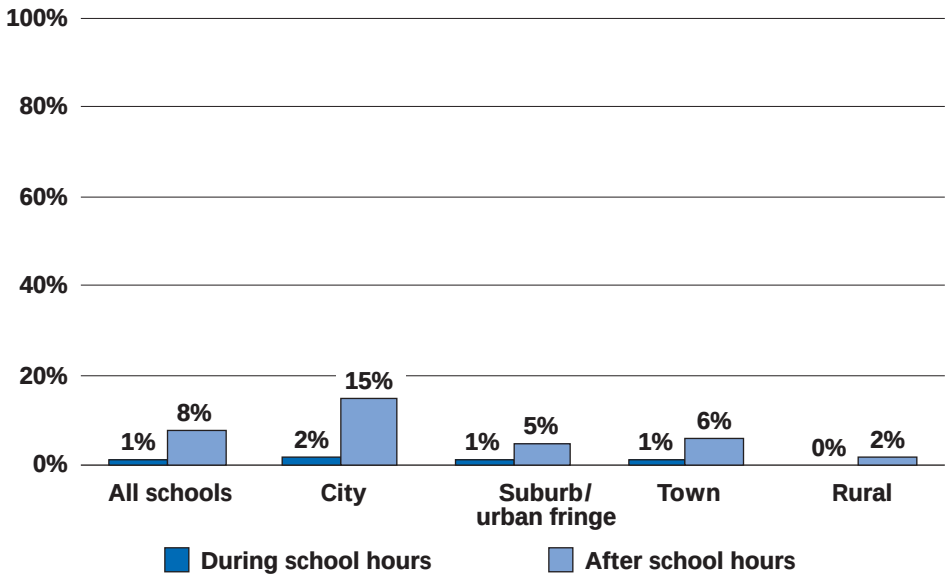
Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

In 1991, most teachers reported feeling safe in their schools during the day. Teachers in cities were more likely than teachers in other areas to report feeling unsafe in their buildings after school hours.

Exhibit 76

Teacher Safety

Percentage of public school teachers who reported that they felt unsafe[1] in their school buildings, 1991

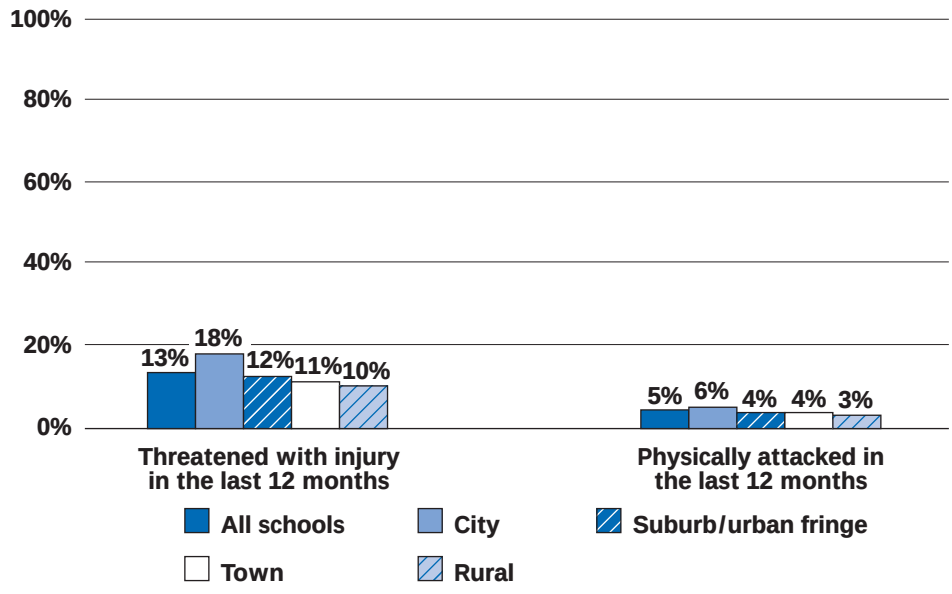


[1] Responses of "unsafe" and "moderately unsafe" combined.

Source: National Center for Education Statistics, 1991
This exhibit repeats information presented in the 1994 Goals Report.

Exhibit 77
Teacher Victimization

Percentage of public school teachers who reported that they were victimized by a student from their school in the following ways, 1994



During 1994, teachers in cities were more likely than teachers in other areas to report being threatened with injury or physically attacked by a student from their school.

Change Since 1991[1]

Percentage of public school teachers who reported that they were victimized by a student from their school in the following ways:

	Threatened with injury in the last 12 months		Physically attacked in the last 12 months	
	1991	1994	1991	1994
All schools	8%	13% *	2%	5% *
City	15%	18%	3%	6% *
Suburban/urban fringe	6%	12% *	3%	4%
Town	7%	11% *	3%	4%
Rural	4%	10% *	<1%	3% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

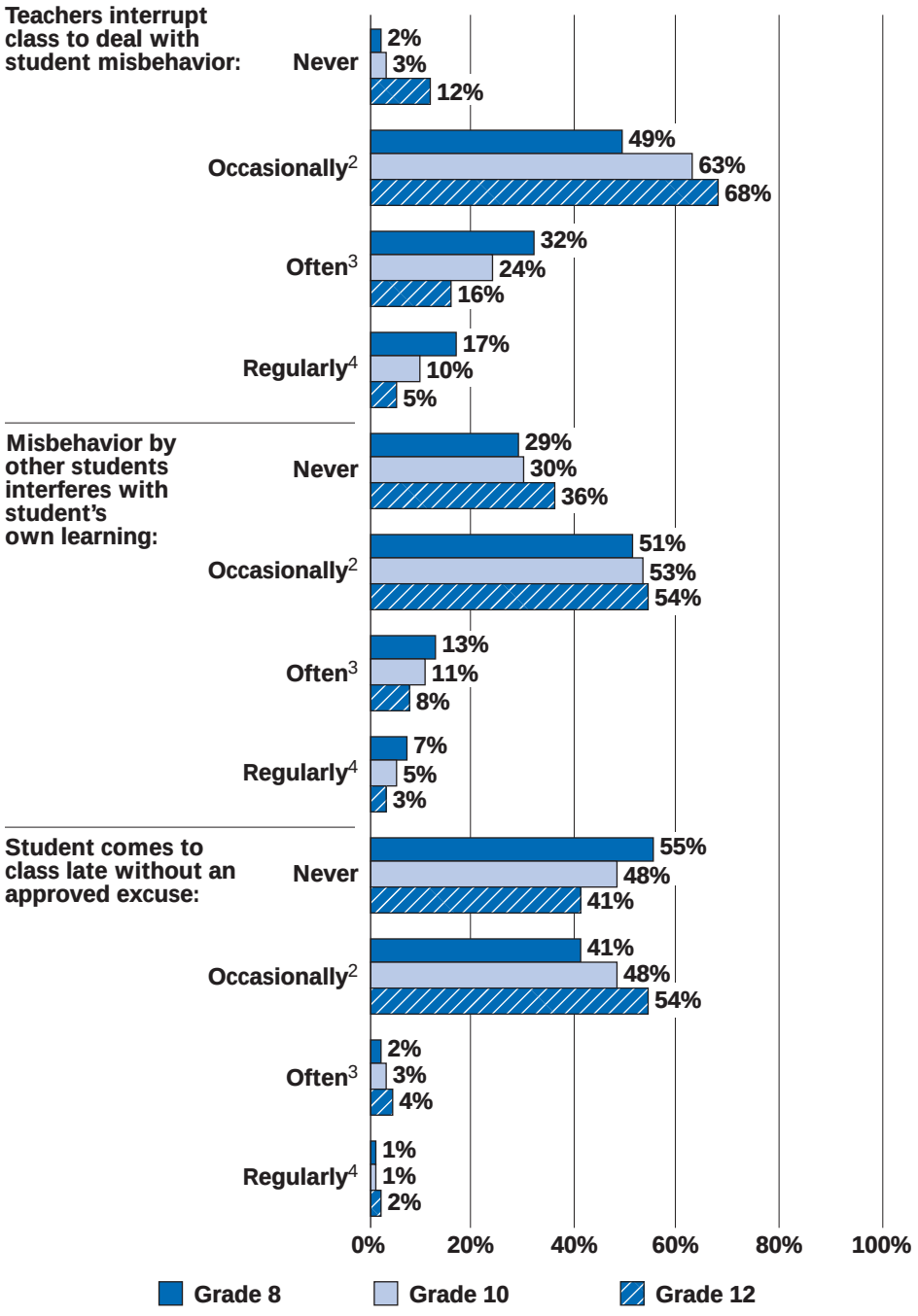
Teacher reports of threats of injury or physical attacks by a student from their school increased between 1991 and 1994.

Source: National Center for Education Statistics and Westat, Inc., 1991 and 1995
This exhibit updates information presented in the 1994 Goals Report.

In 1994, the majority of students in Grades 8, 10, and 12 reported that student disruptions were fairly common occurrences in their classes. About one-half of 8th, 10th, and 12th graders estimated that misbehavior by other students interfered with their own learning only occasionally (five times a week or less). However, 17% of 8th graders and 10% of 10th graders reported that teachers interrupted class twenty times a week or more to deal with student misbehavior.

Exhibit 78
Disruptions in Class by Students

Percentage[1] of students who reported that during an average week disruptions occurred in their classes, 1994



1 Percentages may not add to 100% because of rounding.
2 Occasionally=5 times a week or less; does not include never.
3 Often= 6-19 times a week.
4 Regularly=20 times a week or more.

Exhibit 78 (continued)
Disruptions in Class by Students

Change Since 1992[1]

Percentage[2] of 8th and 10th graders who reported that during an average week disruptions occurred in their classes:

	8th graders		10th graders	
	1992	1994	1992	1994
Teachers interrupt class to deal with student misbehavior				
Never	3%	2%	3%	3%
Occasionally[3]	52%	49% *	61%	63%
Often[4]	30%	32% *	25%	24%
Regularly[5]	15%	17% *	11%	10%
Misbehavior by other students interferes with student's own learning				
Never	29%	29%	31%	30%
Occasionally[3]	53%	51%	53%	53%
Often[4]	12%	13%	12%	11%
Regularly[5]	6%	7%	5%	5%
Student comes to class late without an approved excuse				
Never	54%	55%	49%	48%
Occasionally[3]	43%	41%	47%	48%
Often[4]	2%	2%	3%	3%
Regularly[5]	1%	1%	1%	1%

Between 1992 and 1994, the percentage of 8th graders who reported that teachers interrupt class 6 times a week or more to deal with student misbehavior increased.

Change Since 1993[1]

Percentage[2] of 12th graders who reported that during an average week disruptions occurred in their classes:

	12th graders	
	1993	1994
Teachers interrupt class to deal with student misbehavior		
Never	13%	12%
Occasionally[3]	68%	68%
Often[4]	14%	16%
Regularly[5]	5%	5%
Misbehavior by other students interferes with student's own learning		
Never	36%	36%
Occasionally[3]	54%	54%
Often[4]	7%	8%
Regularly[5]	3%	3%
Student comes to class late without an approved excuse		
Never	41%	41%
Occasionally[3]	53%	54%
Often[4]	4%	4%
Regularly[5]	1%	2%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Percentages may not add to 100% because of rounding.
[3] Occasionally=5 times a week or less; does not include never.
[4] Often= 6-19 times a week.
[5] Regularly=20 times a week or more.

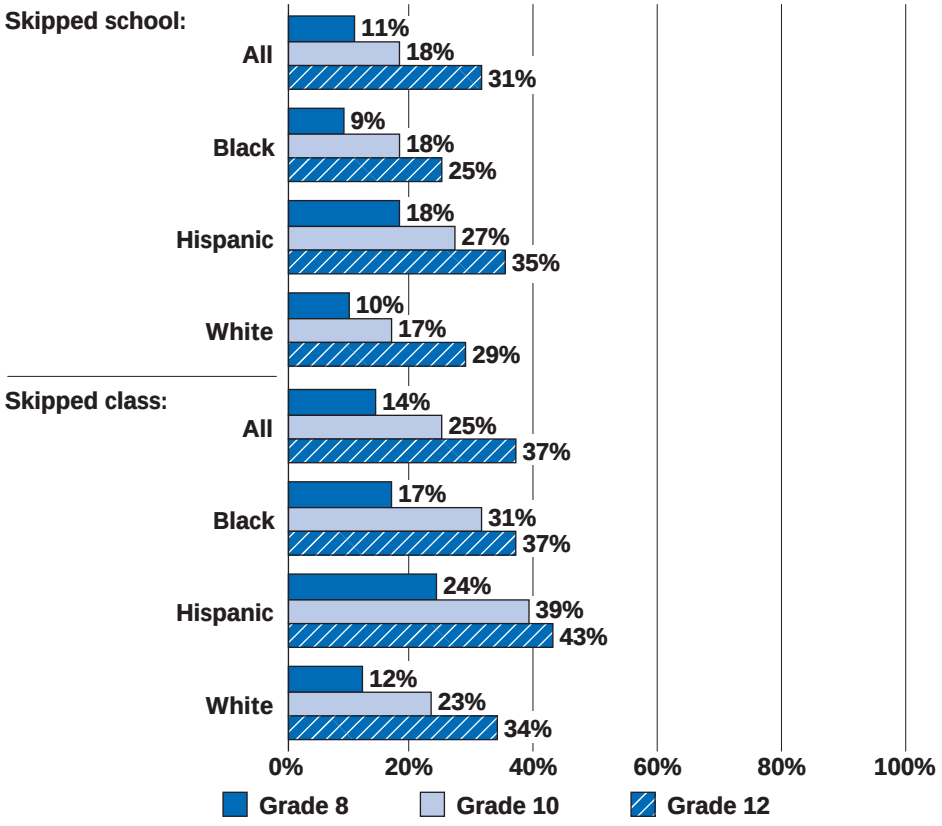
Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

Skipping school and classes is a fairly common practice among 8th, 10th, and 12th graders, especially among students in higher grades.

Exhibit 79

Skipping School and Classes

Percentage[1] of students who reported that they did the following during the last four weeks, 1994



[1] Two-year averages (1993-1994) reported for racial/ethnic groups.

Exhibit 79 (continued)
Skipping School and Classes

Change Since 1990[1]

Percentage[2] of 12th graders who reported that they did the following during the last four weeks:

	Skipped school		Skipped class	
	1990	1994	1990	1994
All	30%	31%	33%	37% *
Black	22%	25%	31%	37% *
Hispanic	37%	35%	42%	43%
White	30%	29%	33%	34%

Between 1990 and 1994, the percentage of 12th graders who reported skipping class increased.

Change Since 1992[1]

Percentage[3] of 10th graders who reported that they did the following during the last four weeks:

	Skipped school		Skipped class	
	1992	1994	1992	1994
All	19%	18%	25%	25%
Black	16%	18%	26%	31% *
Hispanic	27%	27%	37%	39%
White	17%	17%	24%	23% *

Change Since 1992[1]

Percentage[3] of 8th graders who reported that they did the following during the last four weeks:

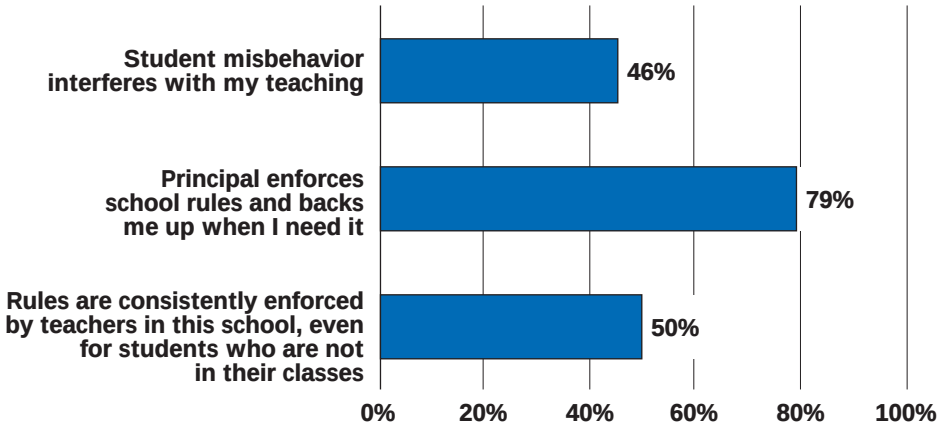
	Skipped school		Skipped class	
	1992	1994	1992	1994
All	10%	11%	13%	14%
Black	9%	9%	17%	17%
Hispanic	18%	18%	23%	24%
White	9%	10%	11%	12%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Two-year averages (1989-1990, 1993-1994) reported for racial/ethnic groups.
[3] Two-year averages (1991-1992, 1993-1994) reported for racial/ethnic groups.

Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

Exhibit 80
Teacher Beliefs About the School Environment
Percentage of all secondary school teachers who reported,[1] 1994

In 1994, nearly half of all secondary school teachers felt that student misbehavior interfered with their teaching. Nearly eight out of ten secondary school teachers felt that their principal consistently enforced school rules, but only about half felt that other teachers did so.



[1] Responses of "agree" and "strongly agree" combined.

Between 1991 and 1994, more secondary school teachers felt that student misbehavior interfered with their teaching, and fewer felt that principals and other teachers consistently enforced school rules.

Change Since 1991[1]

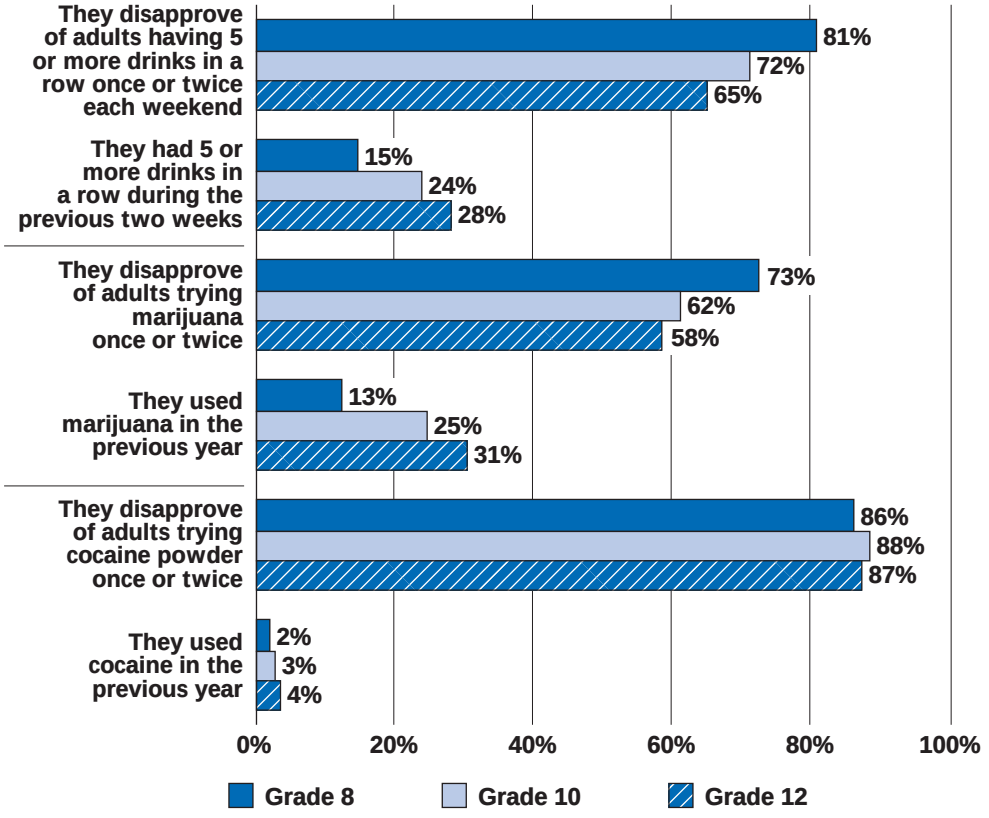
Percentage of all secondary school teachers who reported:[2]

	1991	1994
Student misbehavior interferes with my teaching	37%	46% *
Principal enforces school rules and backs me up when I need it	86%	79% *
Rules are consistently enforced by teachers in this school, even for students who are not in their classes	62%	50% *

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.
[2] Responses of "agree" and "strongly agree" combined.

Source: National Center for Education Statistics and Westat, Inc., 1995
This exhibit modifies and updates information presented in the 1994 Goals Report.

Exhibit 81
Student Attitudes Toward Drug Use
Percentage of students who reported the following, 1994



In 1994, students in progressively higher grades were less likely to report that they disapproved of adults drinking large quantities of alcohol or trying marijuana, and were more likely to report engaging in these behaviors themselves. In contrast, student disapproval of adults using cocaine was consistently high across grades, and the percentage of students using cocaine was consistently low.

Change Since 1991[1]

Percentage of students who reported the following:

	8th graders		10th graders		12th graders	
	1991	1994	1991	1994	1991	1994
They disapprove of adults having 5 or more drinks in a row once or twice each weekend	85%	81% *	77%	72% *	67%	65%
They had 5 or more drinks in a row during the previous two weeks	13%	15% *	23%	24%	30%	28%
They disapprove of adults trying marijuana once or twice	85%	73% *	75%	62% *	69%	58% *
They used marijuana in the previous year	6%	13% *	17%	25% *	24%	31% *
They disapprove of adults trying cocaine powder once or twice	91%	86% *	91%	88% *	88%	87%
They used cocaine in the previous year	1%	2% *	2%	3%	4%	4%

[1] Interpret with caution. Data are from a representative national survey. The changes shown could be attributable to sampling error. In cases noted with an asterisk, we are confident that change has occurred.

Between 1991 and 1994, the percentages of 8th, 10th, and 12th graders who reported that they disapproved of adults trying marijuana once or twice decreased. In addition, decreases occurred in the percentages of 8th and 10th graders who reported that they disapproved of adults having five or more drinks in a row once or twice each weekend, and adults trying cocaine powder once or twice.

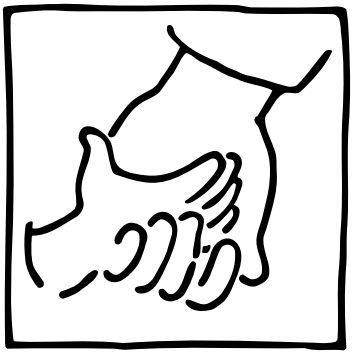
Source: University of Michigan, 1995
This exhibit updates information presented in the 1994 Goals Report.

GOAL 8

Parental Participation

GOAL 8

Parental Participation



Parents play a critical role in helping to achieve the National Education Goals. No classroom teacher will ever have a greater influence on children's learning than their first teachers, their parents. In addition to meeting children's basic physical needs, raising children requires that parents devote substantial time and energy to nurturing children's emotional needs, language development, knowledge and curiosity, and self-concepts. Early, regular reading and storytelling and other home activities in which parents spend time talking with, listening to, and involving children are important ways in which parents support their children's growth and development.

Obviously, parental responsibility in these areas does not end when children enter school. In fact, decades of research indicate that strong, continuous links between home and school and the practices and attitudes that parents model at home have positive and long-lasting effects on student achievement. For example, student absenteeism, the amount of TV watched, and the amount of daily reading that students do outside of school were discovered to account heavily for differences among states in mathematics achievement. And in reading, students who regularly discussed their reading with family and friends, and regularly read for fun on their own time, consistently outperformed students who rarely or never did so.

Higher standards for student performance mean that teachers will require the support of parents more than ever to reinforce learning. Data in this Report show that teachers reported that 95% of parents of 1st graders and 96% of parents of 4th graders attended parent-teacher conferences, but only 77% of parents of 8th graders did so. There is a tendency for family involvement to decrease as children get older, but this does not have to happen if families realize that the type of involvement they have in a child's education can take on many different forms. Family involvement in education does not only take place in the school. No matter what the age of the child, a parent can ask if the student has finished his or her homework. But this practice too declines in upper grades: of parents of 1st graders, 83% checked to see if their child's homework was finished, but only 49% of parents of 8th graders asked. Parents also need to feel that their students are learning in a safe environment, and only 33% of parents of 1st graders, 31% of parents of 4th graders, and 17% of parents of 8th graders felt that their children's school is a safe place.

Schools should be places that reinforce parents' role as their children's first teacher and that work with parents to create successful, supportive learning environments. In order to foster exceptional learning by students, schools must see their role as serving the education needs of today's families, not just students. Only by recognizing that family involvement in education goes beyond organizing bake sales will schools tap the valuable resources of our nation's families. When families, schools, communities, and businesses work together, students can achieve high standards and the National Education Goals can be realized.

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

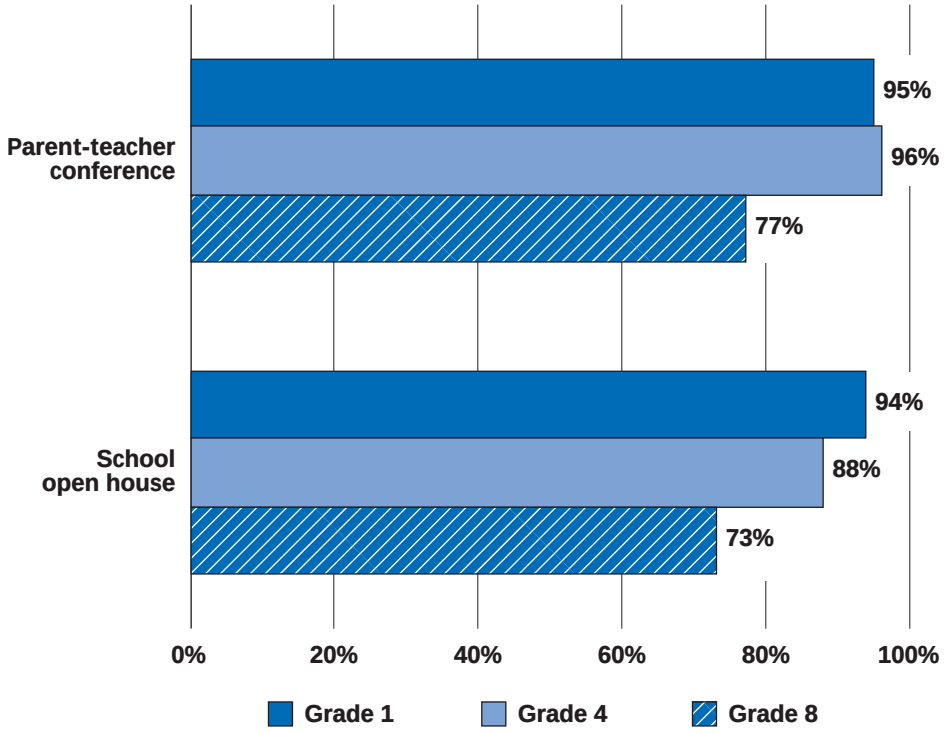
- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- 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.

In 1992, parents of 1st and 4th graders were more likely to participate in parent-teacher conferences and school open houses than parents of 8th graders, according to teacher reports.

Exhibit 82

Teachers' Reports of Parent Involvement in School Activities

Percentage of public school students whose teachers reported that their students' parents attended the following school activities, 1992

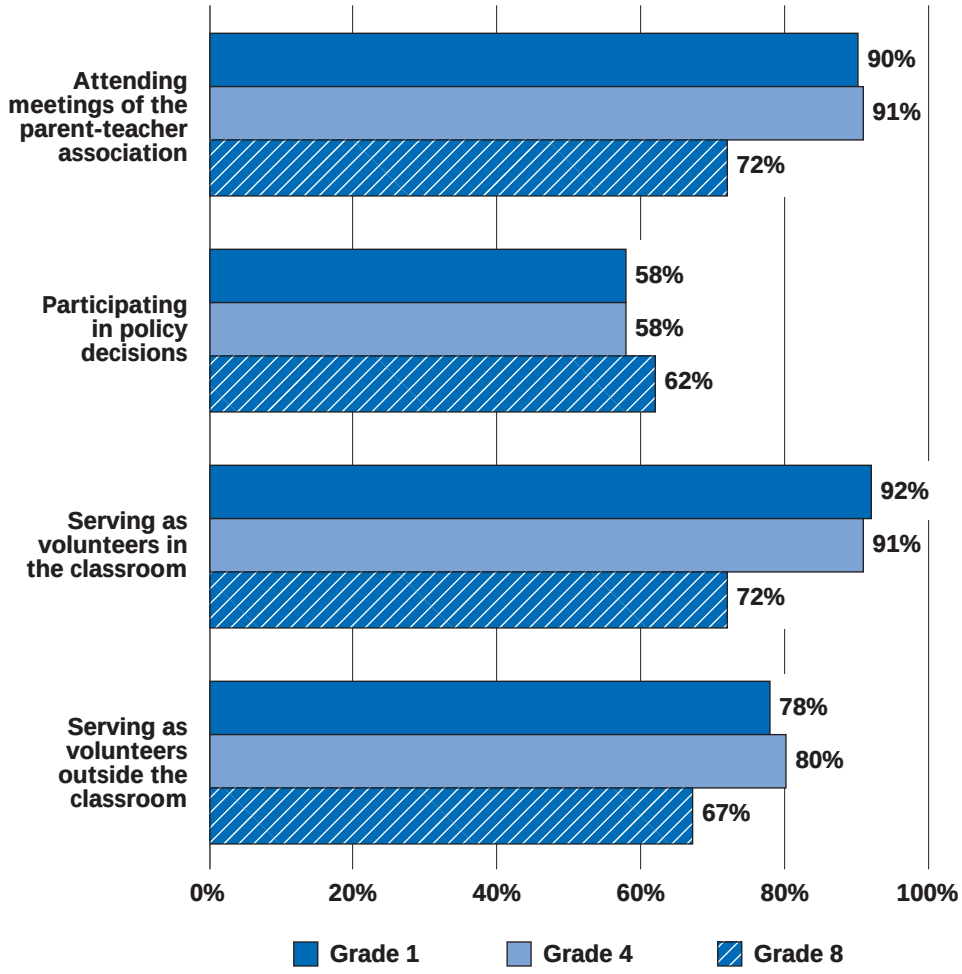


Source: U.S. Department of Education, Planning and Evaluation Service; and Abt Associates, Inc., 1995

Exhibit 83

Principals' Reports of Parent Involvement in School Activities

Percentage of public school students whose principals reported that their students' parents were involved[1] in the following activities during the current school year, 1992



In 1992, parents were more likely to participate in parent-teacher association meetings and serve as volunteers in the classroom, than participating in policy decisions or serving as volunteers outside the classroom, according to principals' reports.

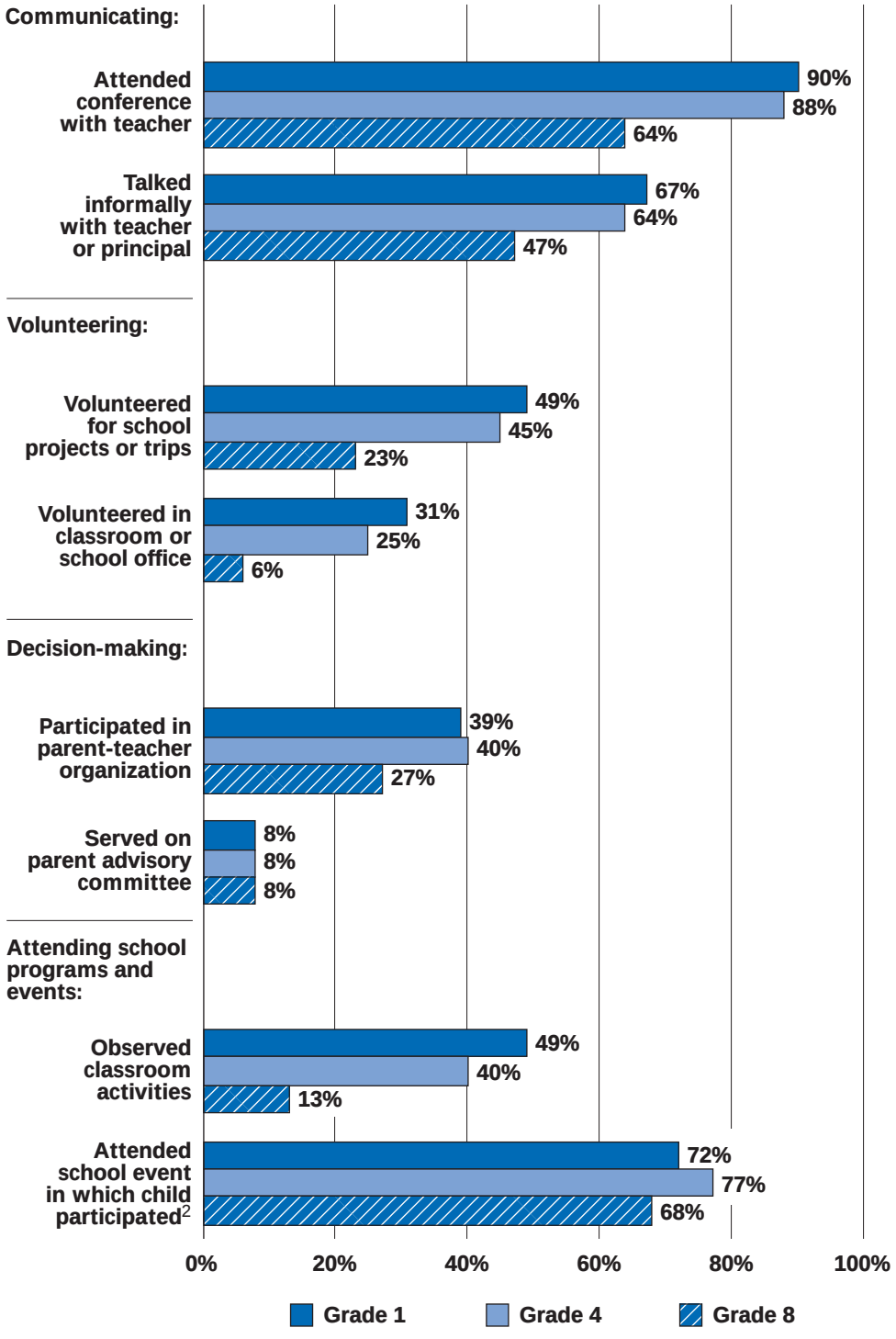
[1] Responses of "somewhat involved" and "very involved" combined.

Source: U.S. Department of Education, Planning and Evaluation Service; and Abt Associates, Inc., 1995

In 1992, parents of 8th grade students reported that they participated less frequently than the parents of 1st or 4th grade students in communicating, volunteering, decisionmaking, and school program activities.

Exhibit 84
Parent Participation in Specific School Activities

Percentage of public school students whose parents reported that they[1] participated in the following activities at their child's school at least once during the current school year, 1992



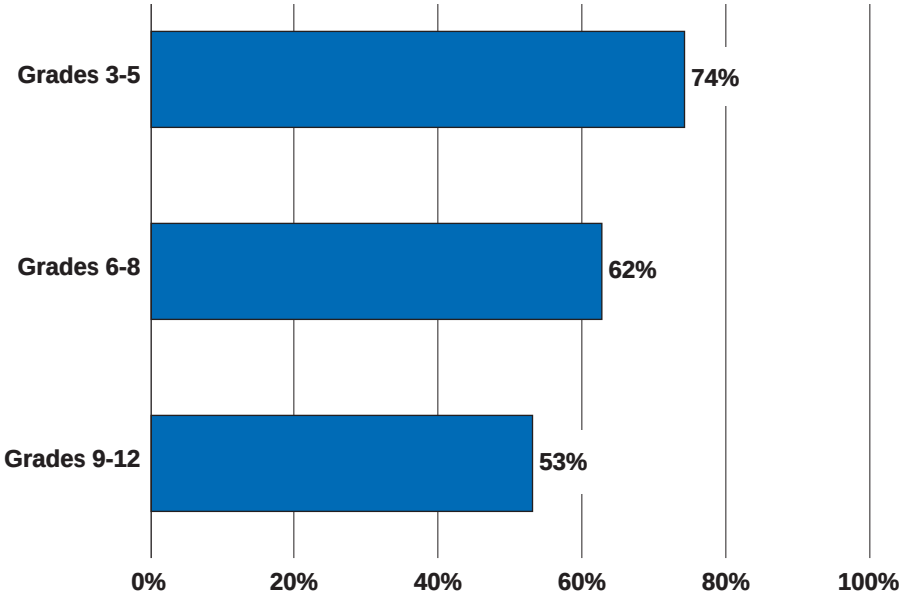
[1] Parent or another adult in household.
[2] Such as a play, sporting event, or concert.

Source: U.S. Department of Education, Planning and Evaluation Service; and Abt Associates, Inc., 1995

Exhibit 85

Parents' Reports of Their Involvement in School Activities

Percentage of students whose parents reported that they participated in two or more activities[1] in their child's school during the current school year, 1993



[1] Activities include attending a general school meeting, attending a school or class event, and acting as a volunteer at the school or serving on a school committee.

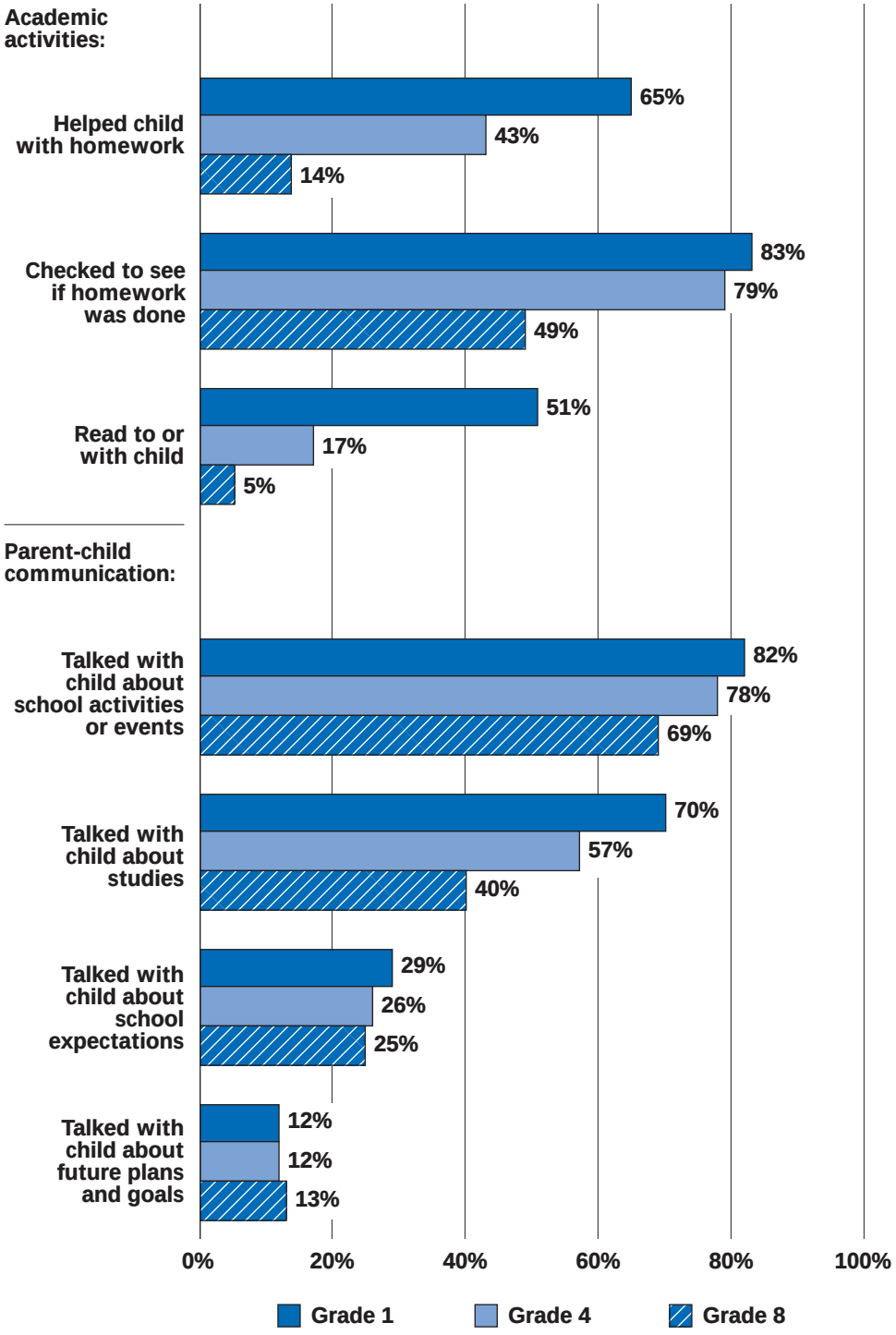
In 1993, parents of students in Grades 9-12 were less likely to report that they participated in two or more activities in their child's school — such as a school meeting, school event, or as a volunteer — than were parents of students in Grades 3-5.

Source: National Center for Education Statistics, 1995

In 1992, parents were more likely to report that they checked to see if homework was done and that they talked with their child about school events and studies, than they were to report that they read to their child, talked with their child about school expectations, or talked with their child about future goals.

Exhibit 86
Parent Involvement in Academic Activities with Their Children

Percentage of public school students whose parents reported that they[1] participated in the following types of activities with their child at least once a week, 1992

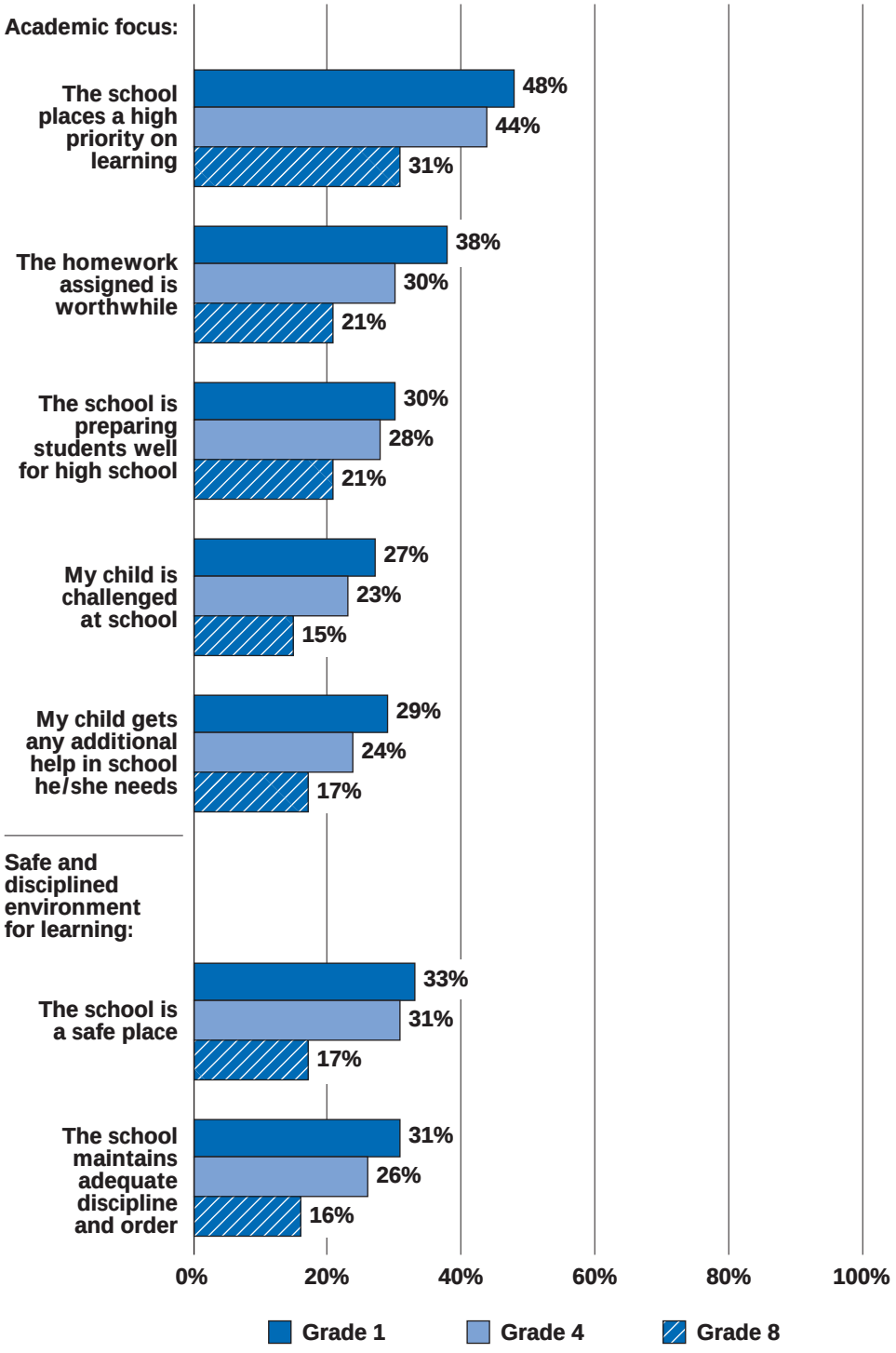


[1] Parent or another adult in household.

Source: U.S. Department of Education, Planning and Evaluation Service; and Abt Associates, Inc., 1995

Exhibit 87
Parents' Perceptions of Quality of School Performance

Percentage of public school students whose parents[1] agreed[2] with the following statements about the climate of their child's school, 1992



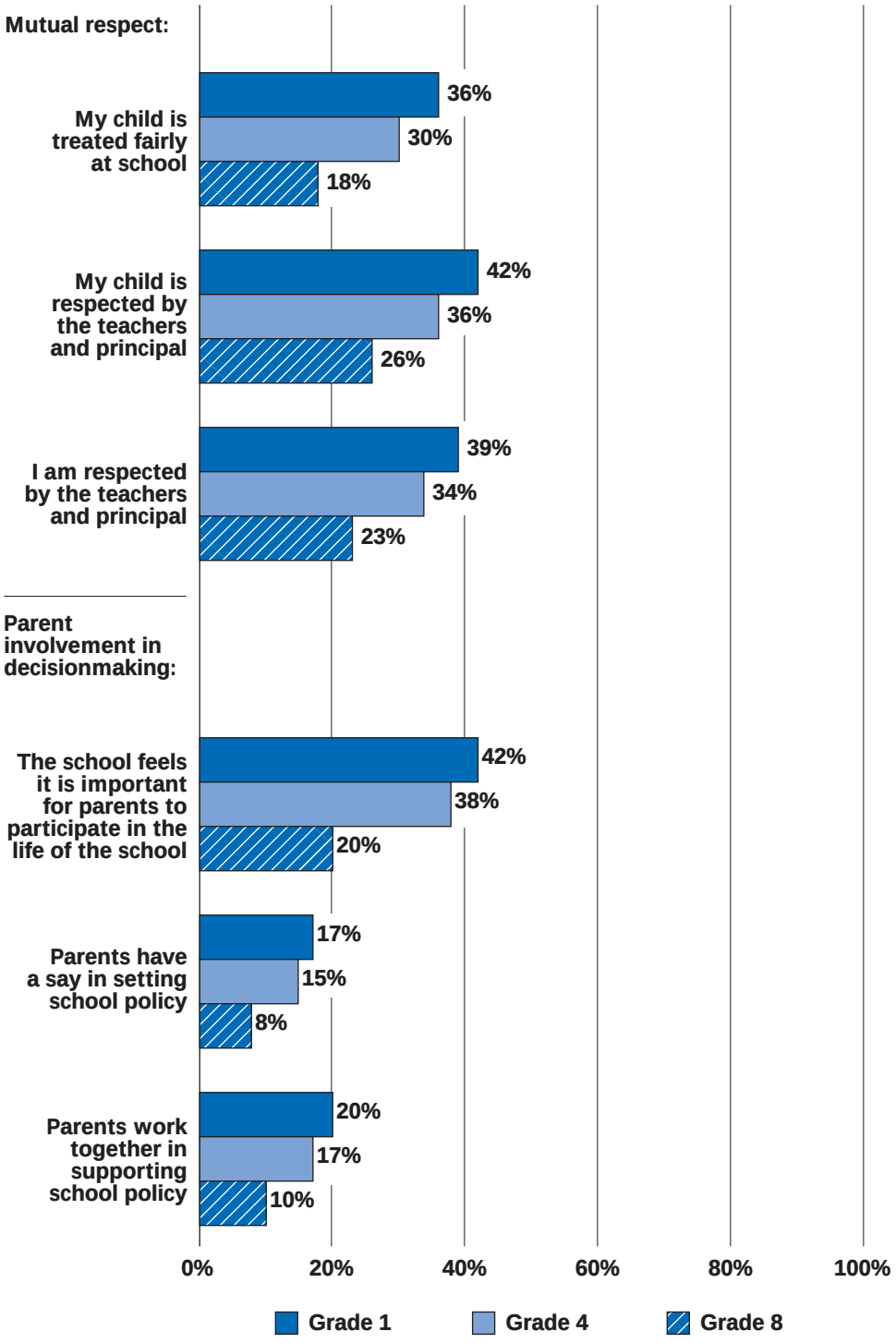
In 1992, parents of 8th graders were less likely than parents of 1st and 4th graders to report that they agreed with statements about the climate of their child's school in the areas of academics, safety, respect, and decisionmaking. However, less than half of all parents of 1st, 4th, and 8th graders responded that they agreed with the statements.

[1] Parent or another adult in household.
[2] Responses of "agree" and "strongly agree" combined.

Exhibit 87 (continued)

Parents' Perceptions of Quality of School Performance

Percentage of public school students whose parents[1] agreed[2] with the following statements about the climate of their child's school, 1992



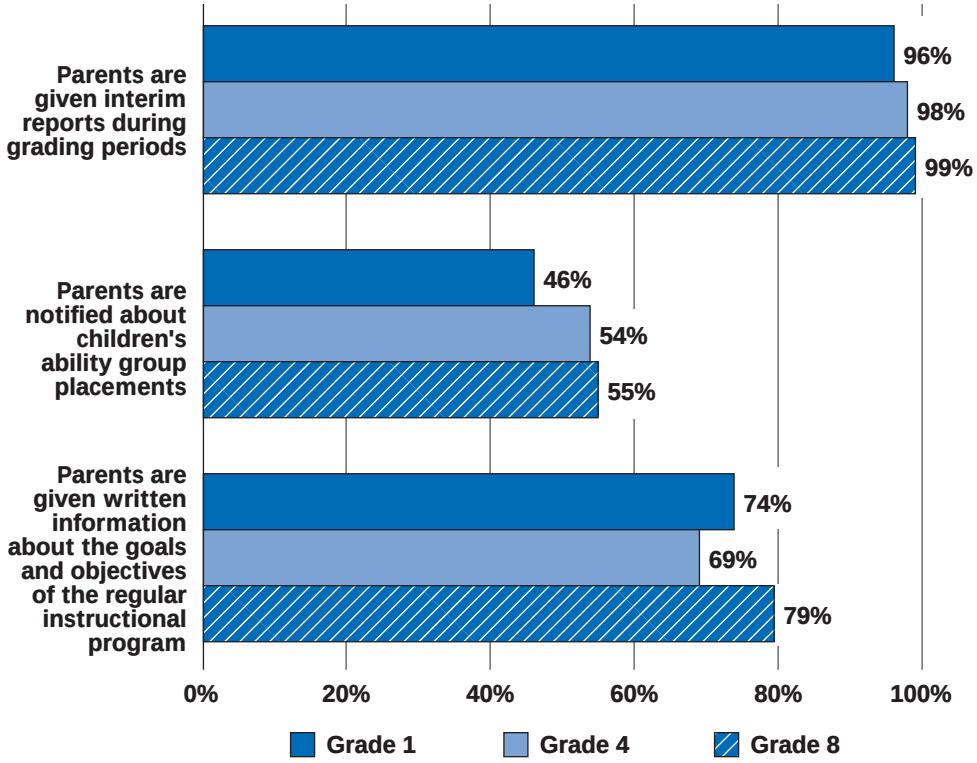
[1] Parent or another adult in household.
[2] Responses of "agree" and "strongly agree" combined.

Source: U.S. Department of Education, Planning and Evaluation Service; and Abt Associates, Inc., 1995

Exhibit 88

School Reports to Parents About Student Academics

Percentage of public school students whose principals reported that the following practices occur at their school, 1992



In 1992, a higher percentage of principals reported providing parents with interim reports during grading periods than notifying parents about ability group placements or providing information about the goals and objectives of the instructional program.

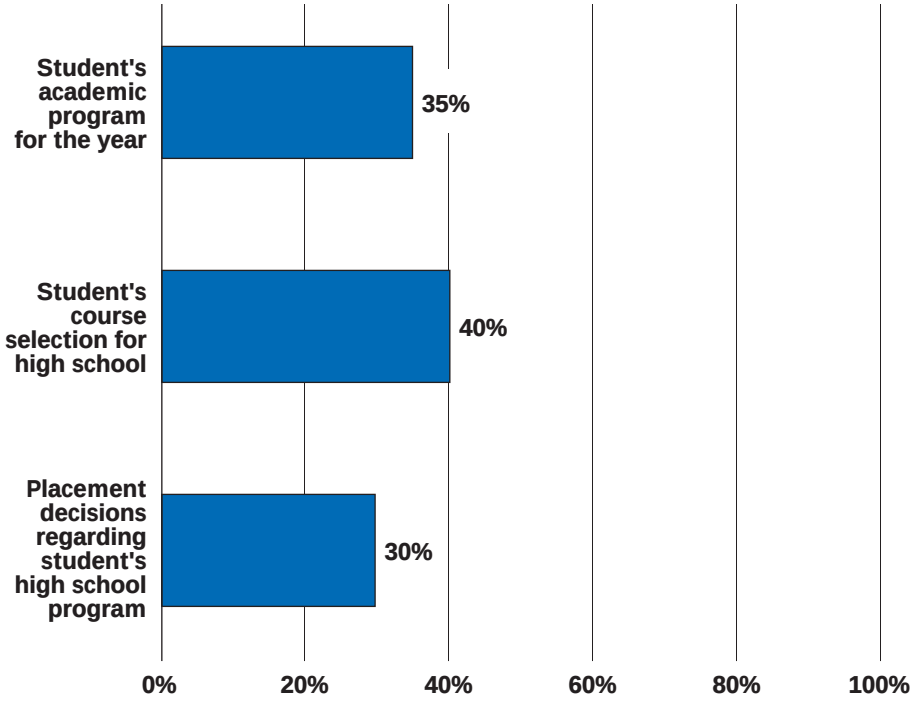
Source: U.S. Department of Education, Planning and Evaluation Service; and Abt Associates, Inc., 1995

In 1988, only about one-third of parents of 8th grade students reported that they were contacted by their child's school at least once regarding student's academic program for the year, course selection in high school, and placement decisions regarding student's high school program.

Exhibit 89

School Communication With Parents

Percentage of 8th grade students whose parents reported that they had been contacted by their child's school at least once during the year for the following reasons, 1988



Source: National Center for Education Statistics, 1995

Appendices

Appendix A: Technical Notes and Sources

General Information

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

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

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently; when respondents must estimate values; when coders, keyers, and other processors handle answers differently; when persons who should be included in the universe are not; or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and thus an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1: Ready to Learn

General

National Education Household Survey (NHES)

NHES was administered in 1991, 1993, and 1995. Data from the NHES are used in several Goal 1 exhibits. The population estimates for the NHES data in Goal 1 cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:91 was established as of January 1, 1991; age from the NHES:93 was established as of January 1, 1993; and age from the NHES:95 was established as of December 31, 1994. Parents' education was determined using the highest parental education in household. For example, if one parent was a college graduate and the other a high school graduate, parents' education was coded as "college graduate." If only one parent lived in the household, only his/her education was used.

Exhibit 1: Prenatal Care

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

Race/ethnicity refers to the race of the mother. The data on Hispanic births were reported separately.

Source: U.S. Department of Health and Human Services, *Health, United States, 1994* (Hyattsville, MD: National Center for Health Statistics, 1995), 73.

Exhibit 2: Birthweight

Race/ethnicity refers to the race of the mother. The data on Hispanic births were reported separately.

Source: U.S. Department of Health and Human Services, *Health, United States, 1994* (Hyattsville, MD: National Center for Health Statistics, 1995), 71.

Exhibit 3: 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 1992 health index varied from a high of 99.78 to a low of 74.28. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1992; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990. These states and the Territories are not included in the U.S. total. New Hampshire was included in the U.S. total but not in the race/ethnicity totals because the state does not collect information on Hispanic origin. Minority populations may be underrepresented due to the exclusion of the four states (five states in 1990), particularly California and New York; therefore, the risk factors by race/ethnicity should be interpreted with caution.

Source: 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 and 1992 birth certificate data needed to produce the index, July 1995.

Exhibit 4: Immunizations

Source: Data from the 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 613-623.

Exhibit 5: Medical and Dental Care

See general technical note regarding NHES.

Source: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Readiness Interview, unpublished tabulations prepared by Westat, Inc., August 1993.

Exhibit 6: Family-Child Language and Literacy Activities

See general technical note regarding NHES.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Early Childhood Component, unpublished tabulations prepared by Westat, Inc., August 1991, August 1992, and August 1993.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Readiness Interview, unpublished tabulations prepared by Westat, Inc., August 1993.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Program Participation Interview, unpublished tabulations prepared by Westat, Inc., August 1995.

Exhibit 7: Family-Child Arts Activities

See general technical note regarding NHES.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Early Childhood Component, unpublished tabulations prepared by Westat, Inc., August 1991, August 1992, and August 1993.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Readiness Interview, unpublished tabulations prepared by Westat, Inc., August 1993.

Exhibit 8: Family-Child Learning Opportunities

See general technical note regarding NHES.

Source: *Ibid*.

Exhibit 9: Preschool Participation

See general technical note regarding NHES.

Preschool participation includes children enrolled in any center-based program.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Early Childhood Component, unpublished tabulations prepared by Westat, Inc., August 1991.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Program Participation Interview, unpublished tabulations prepared by Westat, Inc., August 1995.

Exhibit 10: Preschool Programs for Children with Disabilities

See general technical note regarding NHES. Preschool participation includes children enrolled in any center-based program. Includes 3- to 5-year-olds with any disability enrolled in preschool, regardless of whether disability affects the ability to learn.

Source: U.S.Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Program Participation Interview, unpublished tabulations prepared by Westat, Inc., August 1995.

Exhibit 11: Quality of Preschool Centers

The term "preschool centers" includes all licensed center-based early education and care programs, as well as religious-sponsored, part-day, and school-based preschool programs that are exempt from licensing. Licensed before- and after-school programs are not included.

A Child Development Associate (CDA) credential is awarded by the Council for Early Childhood Professional Recognition, National Credentialing Program to individuals who have demonstrated competency in six established goal areas. Within a center-based setting, a person who demonstrates competence working with children aged three through five is a CDA with a Preschool Endorsement. The National Association for the Education of Young Children (NAEYC) recommends that staff in charge of a group of preschool children have at least a CDA credential or an associate degree in Early Childhood Education/Child Development.

Source: Ellen Eliason Kisker, Sandra L. Hofferth, and Deborah A. Phillips, *Profile of Child Care Settings Study: Early Education and Care in 1990*, submitted to the U.S. Department of Education, Office of Planning, Budget and Evaluation (Princeton, NJ: Mathematica Policy Research, Inc., 1991), and unpublished tabulations, 1992.

Exhibit 12: Quality of Home-Based Preschool Settings

Regulated home-based programs include all family day care programs that are registered, certified, or licensed by state or county government agencies.

See technical note regarding the Child Development Associate (CDA) credential under Exhibit 11.

Source: *Ibid*.

Goal 2: School Completion

Exhibit 13: 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).

Source: Data from the 1990 and 1994 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1995.

Exhibit 14: Dropouts Who Completed High School

Source: Thomas M. Smith, Gayle T. Rogers, Nabeel Alsalam, Marianne Perie, Rebecca P. Mahoney, and Valerie Martin, *The Condition of Education: 1994* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1994), calculations by Westat, Inc.

Exhibit 15: High School Dropout Rates

There are a variety of ways to define and calculate dropout rates. Each type of dropout rate measures a different facet of dropping out. Three types of dropout rates are discussed below: event rates, status rates, and cohort rates.

- Event rates measure the proportion of students who drop out in a single year without completing high school. Event rates are important because they reveal how many students are leaving high school each year and how each year's rates compare with previous ones.

- Status rates measure the proportion of the population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out. Status dropout rates are important because they reveal the extent of the dropout problem in the population and suggest the need for further training and education that will permit these individuals to participate more fully in the economy and the life of the nation. Status dropout rates are much higher than event dropout rates because they represent the cumulative impact of annual event dropout rates over a number of years. The status dropout rate for 16- to 24-year-olds in 1994 is presented in Exhibit 15.

- Cohort rates measure what happens to a single group (or cohort) of students over a period of time. Cohort rates are important because they reveal how many students in a single age group or grade drop out over time. Cohort rates also allow the calculation of how many dropouts from the cohort eventually complete high school with a diploma or an alternative credential.

Source: Data from the 1990 and 1994 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1995.

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. Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment. In 1992, 44 jurisdictions participated in the state mathematics assessments of 4th and 8th graders, and 43 participated in the 4th grade reading assessments. Forty-four jurisdictions participated in the 1994 trial reading assessment of 4th graders.

National Assessment Governing Board (NAGB) Achievement Levels

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

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such

performance against a high-criterion standard. However, both NAGB and the Commissioner of NCES regard the achievement levels as developmental; the reader of this Report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject 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 completed and under way have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

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

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

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

Item Difficulty Analysis

Items were first ranked by their p-values, i.e., by the proportion of all students taking the test who answered the item correctly. The higher the p-value, the larger the proportion of students who answered it correctly and, therefore, the easier the item. This array of items was then divided into equal quartiles and each quartile of items labeled either "easy," "moderate," "challenging," or "very challenging." The proportion of each of these item classes that were answered correctly by students reaching the basic, proficient, or advanced levels on the NAEP was then calculated. Thus, for example, it is possible to report the average percentage of "easy" NAEP mathematics items that students at the basic level in Grade 4 answered correctly.

Exhibit 16: Reading Achievement

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

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised *1994 NAEP Reading: A First Look* and will be reported in the *1996 National Education Goals Report*.

Sources: Ina V.S. Mullis, Jay Campbell, and Alan Farstrup, *NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Paul Williams, Clyde Reese, Jay Campbell, John Mazzeo, and Gary Phillips, *1994 NAEP Reading: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

Exhibit 17: Reading Achievement – Grade 4

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

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised *1994 NAEP Reading: A First Look* and will be reported in the *1996 National Education Goals Report*.

Due to significant changes in the wording of the race/ethnicity question between 1992 and 1994, the results for Asians and Pacific Islanders are not comparable between the two years. Therefore, 1992 results for these two subgroups are not presented.

Source: *Ibid*.

Exhibit 18: Reading Achievement – Grade 8

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

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised *1994 NAEP Reading: A First Look* and will be reported in the *1996 National Education Goals Report*.

Due to significant changes in the wording of the race/ethnicity question between 1992 and 1994, the results for Asians and Pacific Islanders are not comparable between the two years. Therefore, 1992 results for these two subgroups are not presented.

Source: *Ibid*.

Exhibit 19: Reading Achievement – Grade 12

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

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised *1994 NAEP Reading: A First Look* and will be reported in the *1996 National Education Goals Report*.

Due to significant changes in the wording of the race/ethnicity question between 1992 and 1994, the results for Asians and Pacific Islanders are not comparable between the two years. Therefore, 1992 results for these two subgroups are not presented.

Source: *Ibid*.

Exhibit 20: Writing Achievement – Grade 4

The 1992 NAEP Writing Framework identifies three primary purposes for writing — informative, persuasive, and narrative. A six-point scoring rubric was used to rate students' responses:

Extensively Elaborated. In these papers, students create a well-developed, detailed, and well-written response to the task. They show a high degree of control over the various elements of writing. These responses may be similar to elaborated responses, but they are better organized, more clearly written, and less flawed.

Elaborated. In these papers, students create a well-developed and detailed response to the task. They may go beyond the requirements of the task.

Developed. In these papers, students provide a response to the task that contains necessary elements. However, these papers may be unevenly developed.

Minimally Developed. In these papers, students provide a response to the task that is brief, vague, or somewhat confusing.

Undeveloped Response to Task. In these papers, students begin to respond to the task, but they do so in a very abbreviated, confusing, or disjointed manner.

Response to Topic. In these papers, students respond to some aspect of the topic but do not appear to have fully understood the task. Or, they recopy text from the prompt.

Not Rated. Blank, totally off task, indecipherable, illegible, and "I don't know."

Source: Arthur N. Applebee, Judith A. Langer, Ina V.S. Mullis, Andrew S. Latham, and Claudia A. Gentile, *NAEP 1992 Writing Report Card* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1994), 26, 29, 33, 46, 49, 53, 68, 71, and 75.

Exhibit 21: Writing Achievement – Grades 8 and 12

See technical notes regarding the NAEP Writing Framework under Exhibit 20.

Source: *Ibid*, 26, 29, 39, 46, 49, 59-60, 68, 71, and 82.

Exhibit 22: Mathematics Achievement

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

Source: Ina V.S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips, *NAEP 1992 Mathematics Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.:

U.S. Department of Education, National Center for Education Statistics, April 1993), 64.

Exhibit 23: Mathematics Achievement – Grade 4

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

Source: *Ibid*, 93, 107.

Exhibit 24: Mathematics Achievement – Grade 8

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

Source: *Ibid*.

Exhibit 25: Mathematics Achievement – Grade 12

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

Source: *Ibid*.

Exhibit 26: History Achievement

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

In addition to the way the data are presented here, NCES also presents the data using a proficiency scale of 0 to 500 points.

According to NCES, the U.S. history results presented here for Grades 4, 8, and 12 illustrate one of the difficulties in setting achievement levels. NAGB is concerned about the discrepancy between actual student performance and the expectations for performance that are contained in the achievement levels. Simply stated, students are not performing as well on the NAEP U.S. history assessment, particularly at Grade 12, as NAGB and the many panelists and reviewers think these students should perform. For example, most students take at least one high school course in U.S. history by the end of the 11th grade. Yet the achievement levels indicate that more than half (57%) of 12th graders are performing below the basic level, with 1% scoring at the advanced level. In contrast, data from The College Board show that about 2.4% of all graduating seniors score well enough on the Advanced Placement exam in U.S. history to be considered qualified for college credit.

Since NAEP is a cross-sectional survey of student achievement, it cannot readily identify cause and effect relationships to explain why students scored high or low. Although one hypothesis is that students' performance was found to be too low because the achievement levels are set too high, NAGB does not believe that this is the case. At present, validity studies on these achievement levels, conducted by ACT, have pointed in opposite directions — one suggested the levels were too high, the other that they were too low. NAGB intends to look carefully at this gap between expected and actual performance, and encourages others to do so as well.

Nevertheless, there are several other hypotheses that might account for this gap between actual student scores and the achievement levels. Motivation, particularly at Grade 12, is a perennial problem in an assessment like NAEP for which there are no stakes or rewards for students to do well. (However, it is not clear why students should be less motivated in taking this history assessment than other NAEP assessments in which higher percentages of students reached the various "cut-points.") There may be differences between what is taught in the broad array of U.S. history classes and the content of this NAEP assessment. A lack of consistency between the grade levels at which the subject is taught and the NAEP assessment Grades of 4, 8, and 12 could account for some of this discrepancy. The judges for the 12th grade levels may have had relatively higher expectations than judges for the other grades. Finally, the difference between more conventional testing practices in some classrooms and the NAEP assessment questions may be another factor. NAEP includes a variety of questions, from multiple choice items to open-ended tasks that require students to apply knowledge and demonstrate skills by writing their answers.

Many of these factors, or a combination of all of them, could explain the gap between standards for student performance contained in the NAGB achievement levels and the actual performance on the 1994 NAEP history assessment.

Source: Paul L. Williams, Steven Lazer, Clyde M. Reese, and Peggy Carr, *1994 NAEP U.S. History: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

Exhibit 27: History Achievement — Grade 4

See general technical notes regarding NAEP and the NAGB achievement levels, and the technical note under Exhibit 26.

Source: *Ibid*.

Exhibit 28: History Achievement — Grade 8

See general technical notes regarding NAEP and the NAGB achievement levels, and the technical note under Exhibit 26.

Source: *Ibid*.

Exhibit 29: History Achievement — Grade 12

See general technical notes regarding NAEP and the NAGB achievement levels, and the technical note under Exhibit 26.

Source: *Ibid*.

Exhibit 30: Geography Achievement

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

Source: Paul L. Williams, Clyde M. Reese, Steven Lazer, and Sherif Shakrani, *1994 NAEP World Geography: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

Exhibit 31: Geography Achievement — Grade 4

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

Source: *Ibid*.

Exhibit 32: Geography Achievement — Grade 8

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

Source: *Ibid*.

Exhibit 33: Geography Achievement — Grade 12

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

Source: *Ibid*.

Exhibit 34: Trends in Science Proficiency

Levels of Science Proficiency

- Level 150—Knows Everyday Science Facts —Students at this level know some general scientific facts of the type that could be learned from everyday experiences. They can read simple graphs, match the distinguishing characteristics of animals, and predict the operation of familiar apparatuses that work according to mechanical principles.

- Level 200—Understands Simple Scientific Principles — Students at this level are developing some understanding of simple scientific principles, particularly in the Life Sciences. For example, they exhibit some rudimentary knowledge of the structure and function of plants and animals.

- Level 250—Applies Basic Scientific Information— Students at this level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the Life Sciences, including a familiarity with some aspects of animal behavior and of ecological relationships. These students also demonstrate some knowledge of basic information from the Physical Sciences.

- Level 300—Analyzes Scientific Procedures and Data — Students at this level can evaluate the appropriateness of the design of an experiment. They have more detailed scientific knowledge, and the skill to apply their knowledge in interpreting information from text and graphs. These students also exhibit a growing understanding of principles from the Physical Sciences.

- Level 350—Integrates Specialized Scientific Information — Students at this level can infer relationships and draw conclusions using detailed scientific knowledge from the Physical Sciences, particularly Chemistry. They also can apply basic principles of genetics and interpret the societal implications of research in this field.

Source: Ina V.S. Mullis, John A. Dossey, Jay R. Campbell, Claudia Gentile, Christine O'Sullivan, and Andrew S. Latham, *NAEP 1992 Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992, Mathematics, 1973 to 1992, Reading, 1971 to 1992, and Writing, 1984 to 1992* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1994), 32 and 37.

Exhibit 35: Advanced Placement Results

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

Source: The College Board, Advanced Placement Program, Results from the 1991 and 1995 Advanced Placement Examinations, unpublished tabulations, August 1991 and August 1995.

Exhibit 36: Community Service

Source: Mary J. Frase, *High School Seniors Performing Community Service* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Exhibit 37: Young Adult 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, D.C.: U.S. Government Printing Office, 1989).

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).

Goal 4: Teacher Education and Professional Development

General

Main Teaching Assignment, Schools and Staffing Survey (SASS)

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
Bilingual education/English as a Second Language (ESL): bilingual education and ESL
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

Secondary Teacher, Schools and Staffing Survey (SASS)

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.

Exhibit 38: Teacher Preparation

See general technical notes regarding main teaching assignment and secondary teacher. Note that, for this exhibit, information is not reported for bilingual education or ESL degrees since so few higher education institutions grant degrees in those fields.

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

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

Exhibit 39: Teacher Certification in Main Teaching Assignment

See general technical notes regarding main teaching assignment and secondary teacher.

Certificate refers to any certificate including advanced professional, regular or standard, provisional, probationary, temporary, and emergency certificates. Few states require certification of private school teachers.

Source: *Ibid*.

Exhibit 40: Temporary or Emergency Teacher Certification

See general technical note regarding main teaching assignment.

A temporary certificate requires some additional college coursework and/or student teaching before regular certification can be obtained. An emergency certificate or waiver is issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.

Source: *Ibid*.

Exhibit 41: Participation in Professional Development Activities on Selected Topics

Source: *Ibid*.

Exhibit 42: Support for Professional Development

Source: *Ibid*.

Exhibit 43: Participation in Different Types of Professional Development Activities

Source: *Ibid*.

Exhibit 44: Preparation to Teach Limited English Proficient (LEP) Students

Source: *Ibid*.

Exhibit 45: Support Through Formal Teacher Induction Programs

Source: *Ibid*.

Exhibit 46: Teacher Influence Over School Policy

Source: *Ibid*.

Goal 5: Mathematics and Science

Exhibit 47: International Mathematics and Science Achievement Comparisons

International Assessment of Educational Progress (IAEP)

Twenty countries assessed the mathematics and science achievement of 13-year-old students and 14 assessed 9-year-old students in these same subjects. In some cases, participants assessed virtually all age-eligible children in their countries, and in other cases they confined samples to certain geographic regions, language groups, or grade levels. In some countries, significant proportions of age-eligible children were not represented because they did not attend school. Also, in some countries, low rates of school or student participation mean that results may be biased. The countries participating in the IAEP were: Brazil, Canada, China, England, France, Hungary, Ireland, Israel, Italy, Jordan, Korea, Mozambique (mathematics only), Portugal, Scotland, Slovenia, the former Soviet Union, Spain, Switzerland, Taiwan, and the United States. For this Report, the five countries chosen to be compared with the United States had comprehensive populations (France, Hungary, Korea, Switzerland, and Taiwan).

Sources: Archie E. LaPointe, Janice M. Askew, and Nancy A. Mead, *Learning Mathematics* (Princeton, NJ: Educational Testing Service, Center for the Assessment of Educational Progress, 1992), 18.

Archie E. LaPointe, Janice M. Askew, and Nancy A. Mead, *Learning Science* (Princeton, NJ: Educational Testing Service, Center for the Assessment of Educational Progress, 1992), 18.

Exhibit 48: Mathematics Instructional Practices – Grade 4

See general technical note under Goal 3 regarding NAEP.

Source: National Center for Education Statistics, *Data Compendium for the NAEP 1992 Mathematics Assessment of the Nation and the States* (Washington, D.C.: U.S. Department of Education, May 1993), 483, 497, 446, 451, 566, 552.

Exhibit 49: Mathematics Instructional Practices – Grade 8

See general technical note under Goal 3 regarding NAEP.

Source: *Ibid*.

Exhibit 50: Science Instructional Practices

See general technical note under Goal 3 regarding NAEP.

Source: Lee R. Jones, Ina V.S. Mullis, Senta A. Raizen, Iris R. Weiss, and Elizabeth A. Weston, *The 1990 Science Report Card: NAEP's Assessment of Fourth, Eighth, and Twelfth Graders* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1992), and unpublished tabulations prepared by Westat, Inc., August 1992.

Exhibit 51: Trends in Mathematics Degrees Earned, by Sex

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.

Source: Higher Education General Information Survey (HEGIS, 1977, 1979, 1981, and 1985) and the Integrated Postsecondary Education Data System (IPEDS 1987, 1989-92), which are conducted by the National Center for Education Statistics. The data were analyzed by Westat, Inc., using the National Science Foundation's CASPAR Database System, Version 4.4, August 1995.

Exhibit 52: Trends in Science Degrees Earned, by Sex

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

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

Source: *Ibid*.

Exhibit 53: Trends in Mathematics Degrees Earned, by Race/Ethnicity

See technical notes under Exhibit 51.

Source: *Ibid*.

Exhibit 54: Trends in Science Degrees Earned, by Race/Ethnicity

See technical notes under Exhibit 52.

Source: *Ibid*.

Exhibit 55: Mathematics and Science Degrees

See technical notes under Exhibits 51 and 52.

Source: *Ibid*.

Goal 6: Adult Literacy and Lifelong Learning

Exhibit 56: Adult Literacy

Adult Literacy Scales

The Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales, which range from 0 to 500, is as follows:

Prose literacy – the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial.

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

Document literacy – the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Level 1 – Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

Level 2 – Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.

Level 3 – Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.

Level 4 – Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.

Level 5 – Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.

Quantitative literacy – the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials; for example, balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement.

Level 1 – Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.

Level 2 – Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).

Level 3 – In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed can be determined from the arithmetic relation terms used in the question or directive.

Level 4 – These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operations must be inferred from semantic information given or drawn from prior knowledge.

Level 5 – These tasks require readers to perform multiple operations sequentially. They must disembed the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.

Source: Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad, *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, September 1993), 17.

Exhibit 57: Adults' Perceptions of Own Literacy Abilities, by Literacy Level

See technical note regarding the literacy scales under Exhibit 56.

Source: *Ibid*, 138-140.

Exhibit 58: Perceived Usefulness of Skills in the Future

The Meaning of Work research project interviewed a random sample of the labor force in Flanders (Belgium) during October-December 1990, in the Federal Republic of Germany during November-December 1989 (before reunification), in Japan during August-November 1991, and in the United States during January-July 1989.

Source: S.A. Ruiz Quintanilla, *Work-Related Attitudes Among Workers in Flanders (Belgium), F.R. Germany, Japan, and the U.S.A.*, Report prepared for the National Education Goals Panel (Ithaca: Cornell University, 1992).

Exhibit 59: Perceived Responsibility for Improving Job Performance

See technical note under Exhibit 58.

Source: *Ibid*.

Exhibit 60: Participation in Adult Education

Adults 17 years old and older who participated in one or more adult education activities on a full-time, but not on a part-time, basis in the previous 12 months are excluded from both the numerator and denominator in the calculations of adult education participation.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Adult Education Component, unpublished tabulations prepared by Westat, Inc., August 1991.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Adult Education Interview, unpublished tabulations prepared by Westat, Inc., August 1995.

Exhibit 61: Participation in Adult Education, by Occupation

See technical note under Exhibit 60.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Adult Education Component, unpublished tabulations prepared by Westat, Inc., August 1991 and August 1993.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Adult Education Interview, unpublished tabulations prepared by Westat, Inc., August 1995.

Exhibit 62: Worker Training

Source: Tom Amirault, *Job Qualifying and Skill Improvement Training: 1991* (Washington D.C.: U.S. Department of Labor, Bureau of Labor Statistics, 1992).

Exhibit 63: College Enrollment

Source: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1989-94,

unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., June 1995.

Exhibit 64: College Completion

Source: U.S. Department of Commerce, Bureau of the Census, 1992 and 1994 March Current Population Surveys, unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., June 1995.

Exhibit 65: 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, D.C.: U.S. Government Printing Office, 1989).

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, April 1993).

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

Exhibit 66: Sale of Drugs at School

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, June 1995).

Exhibit 67: Obtaining Illegal Drugs at School

Student's residence (the variable ZIPURBAN) was created by matching the National Household Education Survey (NHES): 1993 School Safety and Discipline Component 5-digit codes to the 1990 Census Bureau file. ZIPURBAN defines a ZIP code (or part of a ZIP code) as urban or rural. Urban is further broken down into the inside urbanized areas (UAs) and outside UAs. The three categories of ZIPURBAN are 1) urban, inside UA; 2) urban, outside UA; and 3) rural. The definitions for these categories are taken directly from the 1990 Census of Population.

A UA comprises a place and the adjacent densely settled surrounding territory that together have a minimum population of 50,000 people. The term "place" in the UA definition includes both incorporated places such as cities and villages, and Census-designated places (unincorporated population clusters for which the Census Bureau delineated boundaries in cooperation with state and local agencies to permit tabulation of data for Census Bureau products). The "densely settled surrounding territory" adjacent to the place consists of contiguous and noncontiguous territory of relatively high population density within short distances.

The urban, outside of UA category includes incorporated or unincorporated places outside of a UA with a minimum population of 2,500 people. One exception is for those who live in extended cities. Persons living in rural portions of extended cities are classified as rural other than urban.

Places not classified as urban are rural.

To classify a ZIP code as one of these three categories, the number of persons in each category for each ZIP code was examined. Since a ZIP code can cut across geographic areas that are classified in any of the three categories, the ZIPURBAN variable is classified into the category that has the largest number of persons.

Source: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Safety and Discipline Component, unpublished tabulations prepared by Westat, Inc., August 1993.

Exhibit 68: Use of Drugs at School by 8th and 10th Graders

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, June 1995).

Exhibit 69: Use of Drugs at School by 12th Graders

The data for the 12th grade racial and ethnic subgroups are three-year averages to increase the sample size and produce more reliable estimates. The racial and ethnic subgroup numbers are 1988-1990 averages for 1990 and 1992-1994 averages for 1994.

Source: *Ibid*.

Exhibit 70: Overall Student Drug Use

The data for the racial and ethnic subgroups are two-year averages to increase the sample size and produce

more reliable estimates. The racial and ethnic subgroup numbers for 12th graders are 1989-1990 averages for 1990 and 1993-1994 averages for 1994; for 8th and 10th graders, the numbers are 1991-1992 averages for 1992 and 1993-1994 averages for 1994.

Source: *Ibid*.

Exhibit 71: Being Under the Influence of Alcohol or Other Drugs While at School

Source: *Ibid*.

Exhibit 72: Carrying Weapons to School

Source: *Ibid*.

Exhibit 73: Student Victimization

Source: *Ibid*.

Exhibit 74: Student Membership in Gangs

See technical note under Exhibit 67.

Source: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Safety and Discipline Component, unpublished tabulations prepared by Westat, Inc., August 1993.

Exhibit 75: Student Safety

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, June 1995).

Exhibit 76: Teacher Safety

Definitions of school locations are as follows:

City – A central city of a Standard Metropolitan Statistical Area (SMSA).

Suburb/Urban Fringe – A place within an SMSA of a large or mid-size central city and defined as urban by the U. S. Bureau of the Census.

Town – A place not within an SMSA, but with a population greater than or equal to 2,500, and defined as urban by the U. S. Bureau of the Census.

Rural – A place with a population less than 2,500 and defined as rural by the U. S. Bureau of the Census.

Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-free Schools, FRSS 42, 1991.

Exhibit 77: Teacher Victimization

See technical note under Exhibit 76.

Sources: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-free Schools, FRSS 42, 1991.

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

Exhibit 78: Disruptions in Class by Students

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, June 1995).

Exhibit 79: Skipping School and Classes

See technical note for racial and ethnic subgroup data under Exhibit 70.

Source: *Ibid*.

Exhibit 80: Teacher Beliefs About the School Environment

See general technical note in Goal 4 regarding the definition of a secondary teacher.

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

Exhibit 81: Student Attitudes Toward Drug Use

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the*

Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel (Ann Arbor: University of Michigan's Institute for Social Research, June 1995).

Goal 8: Parental Participation

Exhibit 82: Teachers' Reports of Parent Involvement in School Activities

Source: U.S. Department of Education, Planning and Evaluation Service, Prospects: The Congressionally Mandated Study of Educational Growth and Improvement, unpublished tabulations prepared by Abt Associates, Inc., August 1995.

Exhibit 83: Principals' Reports of Parent Involvement in School Activities

Source: *Ibid*.

Exhibit 84: Parent Participation in Specific School Activities

Source: *Ibid*.

Exhibit 85: Parents' Reports of Their Involvement in School Activities

Source: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Safety and Discipline Component, unpublished tabulations, NCES, August 1995.

Exhibit 86: Parent Involvement in Academic Activities with Their Children

Source: U.S. Department of Education, Planning and Evaluation Service, Prospects: The Congressionally Mandated Study of Educational Growth and Improvement, unpublished tabulations prepared by Abt Associates, Inc., August 1995.

Exhibit 87: Parents' Perceptions of Quality of School Performance

Source: *Ibid*.

Exhibit 88: School Reports to Parents about Student Academics

Source: *Ibid*.

Exhibit 89: School Communication with Parents

Source: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, unpublished tabulations prepared by the National Education Goals Panel, June 1995.

Readers interested in further information from data sources presented in *Volume One* of this Report can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Advanced Placement Program	The College Board	Wade Curry (212) 713-8000
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
The Condition of Education	National Center for Education Statistics (NCES)	Thomas M. Smith (202) 219-1685
Fast Response Survey System (FRSS)	NCES	Judi Carpenter (202) 219-1333
High School and Beyond (HS&B)	NCES	Aurora D'Amico (202) 219-1365
Integrated Postsecondary Education Data System (IPEDS)	NCES	Roslyn Korb (202) 219-1587
International Education Surveys	NCES	Eugene Owen (202) 219-1746
Meaning of Work Study	Cornell University	Antonio Ruiz Quintanilla (607) 255-2742
Monitoring the Future	University of Michigan, Institute for Social Research	Lloyd Johnston (313) 763-5043
National Adult Literacy Survey (NALS)	NCES	Andrew Kolstad (202) 219-1773
National Assessment of Educational Progress (NAEP)	NCES	Gary Phillips (202) 219-1761
National Education Longitudinal Study of 1988 (NELS: 88)	NCES	Jeff Owings (202) 219-1777
National Health Interview Survey Immunization Section	Centers for Disease Control and Prevention	Elizabeth Zell (404) 639-3311
National Household Education Survey (NHES)	NCES	Kathryn Chandler (202) 219-1767
NHES Adult Education Component	NCES	Peter Stowe (202) 219-1363
National Longitudinal Study of the High School Class of 1972 (NLS:72)	NCES	Aurora D'Amico (202) 219-1365

Data Source	Sponsoring Agency	Contact
NCES items in the Current Population Survey (CPS)	NCES	Elvira Hausken (202) 219-1623
Prospects: The Congressionally Mandated Study of Educational Growth and Improvement	U.S. Department of Education, Planning and Evaluation Service	Elois Scott (202) 401-1958
Schools and Staffing Survey (SASS)	NCES	Daniel Kasprzyk (202) 219-1588
SASS Teacher Followup Survey	NCES	Sharon Bobbitt (202) 219-1461
Survey of Earned Doctorates Awarded in the United States	NCES	Nancy Schantz (202) 219-1590

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

The Data Center has files available from the:

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

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

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

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Appendix B: Acknowledgements

The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the *1995 National Education Goals Report*. Some served on the Panel's Working Group as staff to Goals Panel members or on advisory groups convened to recommend indicators or to identify strategies to fill in data gaps at the national and state levels. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production. We extend a special thanks to William Christopher, representative of the 1994-95 Chair of the Panel, Governor Evan Bayh of Indiana, for his contributions. We remain appreciative of the good counsel and support we received from all.

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The Goals Panel also wishes to thank the following individuals who continue to serve as advisors to the Panel on a wide variety of educational policy, practice, and research issues, including data collection and analysis, measurement and assessment, standards-setting, basic and applied research, and promising and effective practices. Two new Resource Groups were convened this year to recommend indicators for Goal 4: Teacher Education and Professional Development, and Goal 8: Parental Participation, so that national and state progress toward these new Goals could be measured in this year's Report.

RESOURCE AND TECHNICAL PLANNING GROUPS

GOAL 1: READY TO LEARN

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Mogens Jensen, National Center for Mediated Learning
Lilian Katz, ERIC Clearinghouse for Elementary and Early Childhood Education
Michael Levine, Carnegie Corporation of New York
Evelyn Moore, National Black Child Development Institute
Tom Schultz, National Association of State Boards of Education
Barbara Sizemore, DePaul University
Robert Slavin, Johns Hopkins University

Goal 1 Assessments Resource Group

Leaders: Sharon Lynn Kagan, Yale University
Lorrie Shepard, University of Colorado

Members:
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M. Elizabeth Graue, University of Wisconsin
Kenji Hakuta, Stanford University
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Technical Planning Group on Readiness for School

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Jose Cardenas, The Intercultural Development Research Association
Barbara Clements, Council of Chief State School Officers
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Pamela Keating, University of Washington
Steven Neilson, Milliman and Robertson, Inc.
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Technical Planning Subgroup on Core Data Elements

Leader: Barbara Clements, Council of Chief State School Officers

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Dennis Jones, National Center for Higher Education Management Systems
Glynn Ligon, Evaluation Software Publication

John Porter, Urban Education Alliance, Inc.
Ramsay Selden, Council of Chief State School Officers
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GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Resource Group Convener: Lauren Resnick, University of Pittsburgh

Members:
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Chester Finn, Jr., Hudson Institute
Asa Hilliard, Georgia State University
David Hornbeck, Philadelphia Public Schools
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Goals 3/5 NAEP Technical Advisory Subgroup

Leader: Ramsay Selden, Council of Chief State School Officers

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Steven Leinwand, Connecticut State Department of Education
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Michael Nettles, University of Michigan
Senta Raizen, National Center for Improving Science Education
William Schmidt, Michigan State University
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Uri Treisman, University of Texas, Austin
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GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Resource Group Convener: David Imig, American Association of Colleges for Teacher Education

Members:
Marsha Berger, American Federation of Teachers
Gene Carter, Association for Supervision and Curriculum Development
Linda Darling-Hammond, Teachers College, Columbia University
Launa Ellison, Clara Barton School, Minneapolis, Minnesota
Earlene Gillan-Smith, Delaware State Education Association
Howard Jensen, Pioneer High School, Cupertino, California
James Kelly, National Board for Professional Teaching Standards
Judith Lanier, Michigan State University
Marion Payne, Mount View Middle School, Marriottsville, Maryland
Stan Paz, El Paso School District, Texas
Judith Renyi, National Foundation for the Improvement of Education
Ted Sanders, Ohio Department of Education
Claudette Scott, Hickman Mills Consolidated School District #1, Kansas City, Missouri
Marilyn Scannel, Indiana Professional Standards Board
Mary Strandburg, Eagleton School, Denver, Colorado
Arthur Wise, National Council for the Accreditation of Teacher Education
Wayne Worner, Virginia Tech

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Patricia Brown, National Governors' Association
Terry Dozier, U.S. Department of Education
Jean Miller, Council of Chief State School Officers
Mary Rollefson, U.S. Department of Education
Joe Vaughan, U.S. Department of Education

GOAL 5: MATHEMATICS AND SCIENCE

Resource Group Convener: Alvin Trivelpiece, Oak Ridge National Laboratory

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Steven Leinwand, Connecticut State Department of Education
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Ramsay Selden, Council of Chief State School Officers

Goals 3/5 Standards Review Technical Planning Subgroup

Leader: Shirley Malcom, American Association for the Advancement of Science

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Thomas Crawford, U.S. Olympic Committee

Mihaly Csikszentmihalyi, University of Chicago
Phillip Daro, University of California
Chester Finn, Jr., Hudson Institute
Anne Heald, University of Maryland
David Hornbeck, Philadelphia Public Schools
David Kearns, Xerox Corporation
Richard Mills, Vermont Department of Education
Harold Noah, Teachers College, Columbia University
Claire Pelton, San Jose Unified School District
James Renier, Honeywell Corporation
Sidney Smith, Coalition of Essential Schools/Atlas
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Goals 3/5 Higher Education Advisory Group on Standards

Leader: Michael Timpane, Teachers College, Columbia University

Members:
Bob Albright, Educational Testing Service
Michael Behnke, Massachusetts Institute of Technology
Kenneth Boutte, Xavier University
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Jon Fuller, National Association of Independent Colleges and Universities
Claire Gaudiani, Connecticut College
Terry Hartle, American Council of Education
Doris Helms, Clemson University
Bob McCabe, Miami-Dade Community College
Arturo Pacheco, University of Texas-El Paso
Paul Ruiz, American Association of Higher Education
Donald Stewart, The College Board
Arthur Wise, National Council for the Accreditation of Teacher Education

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Resource Group Convener: Mark Musick, Southern Regional Education Board

Members:
Paul Barton, Educational Testing Service
Forest Chisman, Southport Institute for Policy Analysis
Peter Ewell, National Center for Higher Education Management Systems
Joy McLarty, American College Testing
William Spring, Federal Reserve Bank of Boston
Thomas Sticht, Applied, Behavioral, and Cognitive Sciences, Inc.
Marc Tucker, National Center on Education and the Economy

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

Resource Group Convener: John Porter, Urban Education Alliance

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Lloyd Johnston, University of Michigan
Ronda Talley, American Psychological Association

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Vincent Giordano, New York City Public Schools
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

Task Force on Disciplined Environments Conducive to Learning

Leader: Ronda Talley, American Psychological Association

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health

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GOAL 8: PARENTAL PARTICIPATION

Resource Group Convener: Joyce Epstein, Johns Hopkins University

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Ja Net´ Crouse, National PTA

Jacquelynne Eccles, University of Michigan
Jane Grinde, Wisconsin Department of Public Instruction
Anne Henderson, National Coalition for Parent Involvement in Education
Thomas Hoffer, National Opinion Research Corporation
Adrian Lewis, National Urban League
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Ralph Smith, The Annie E. Casey Foundation
Layla Suleiman, Family Resource Coalition
Sherry West, Prevention Partnership (National Head Start Association)

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Adriana de Kanter, U.S. Department of Education
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DATA AND REPORTING TASK FORCE

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Matthew Cohen, Ohio Department of Education
Mark Musick, Southern Regional Education Board
Cecilia Ottinger, Council of Great City Schools
Thomas Soltys, Delaware State Department of Public Instruction
Nicholas Zill, Westat, Inc.

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Karen Greene, U.S. Department of Labor
Jeanne Griffith, U.S. Department of Education
Mary Rollefson, U.S. Department of Education

TASK FORCE ON EDUCATION NETWORK TECHNOLOGY

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John Clement, National Science Foundation
Jan Hawkins, Bank Street College of Education
Robert Kansky, National Academy of Sciences
Pamela Keating, University of Washington
Glenn Kessler, Fairfax County Public Schools, Virginia
Mark Musick, Southern Regional Education Board
Bill Padia, California Department of Education
Nora Sabelli, National Science Foundation
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1995 National Education Goals Report
Q U E S T I O N N A I R E

The National Education Goals Panel values your feedback on the documents which comprise the *1995 Goals Report* — the *Core Report*, the *National Data Volume*, and the *State Data Volume*. Please take a few moments to fill out and return this questionnaire so that we can continue to improve future reports. Mail or FAX to:

National Education Goals Panel
1255 22nd Street, NW, Suite 502, Washington, DC 20037
PHONE (202) 632-0952
FAX (202) 632-0957

Name: _____

Organization: _____

Address: _____

Phone: _____ **Fax:** _____

Please Circle As Many As Apply:
Student / Parent / Educator / Business or Community Leader /
Federal, State, or Local Policymaker / Concerned Citizen

1. For what purpose do you use this report?

2. How well has the report served that purpose?

   ____ Very Well ____ Well ____ Poorly ____ Very Poorly

3. How do you rate the usefulness of the following parts of each of the documents?
   (1 = not very useful and 5 = very useful)

1995 Core Report

- Introduction

  1 2 3 4 5 N/A

- National exhibits

  1 2 3 4 5 N/A

- State data tables

  1 2 3 4 5 N/A

- Information and examples on how family-school partnerships can accelerate progress toward the Goals

  1 2 3 4 5 N/A

- Contact list

  1 2 3 4 5 N/A

1995 National Data Volume

- Introduction

  1 2 3 4 5 N/A

- National exhibits

  1 2 3 4 5 N/A

1995 State Data Volume

- Introduction

1	2	3	4	5	N/A

- State data tables

1	2	3	4	5	N/A

4. How can the Panel make the information more useful to you or your organization?

5. The Introduction describes a variety of Goals Panel resources to assist education reform initiatives at the state and community level. Please check if you would like to obtain or receive more information on any of the following:

Inventory of academic standards-related activities ____
The Community Action Toolkit ____
GOAL LINE ____
CD-ROM with Goals Report ____
The Daily Report Card ____
Goals Panel Publication List ____
Other _____

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