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ABSTRACT

The National Education Goals Report serves as a barometer of the nation's progress toward the national education goals defined in early 1990. This year's report, sixth in a series of annual reports planned through the year 2000, focuses on standards and assessments, two areas of educational reform which are currently of interest to state and local communities. The report also updates information reported in 1991-1995 to indicate changes since the baseline reporting year whenever additional data has become available. Chapter 1 answers frequently asked questions about setting standards and creating assessments and provides knowledge so that parents and students can actively participate in discussions and the decision making process in their communities. Examples of challenging state assessment programs and activities from Maryland, Connecticut, and Kentucky are given. Chapter 2 summarizes progress on each of the 25 core indicators and takes each of the national goals and summarizes what has been learned since 1991 and what remains to be discovered in that goal area. Chapter 3 outlines each state's progress on a set of core indicators that is similar to the national core indicators. Overall, the Goals Panel stresses that it will be impossible to achieve the National Education Goals unless states and local communities demand more from their students by setting rigorous standards for student achievement and by designing new forms of assessment to determine whether students have mastered challenging subject matter. Appendices include technical notes and sources for the national and state core indicators. (Contains 8 tables and 25 graphs.) (MAK)

THE NATIONAL EDUCATION GOALS REPORT

BUILDING A NATION OF LEARNERS

1996

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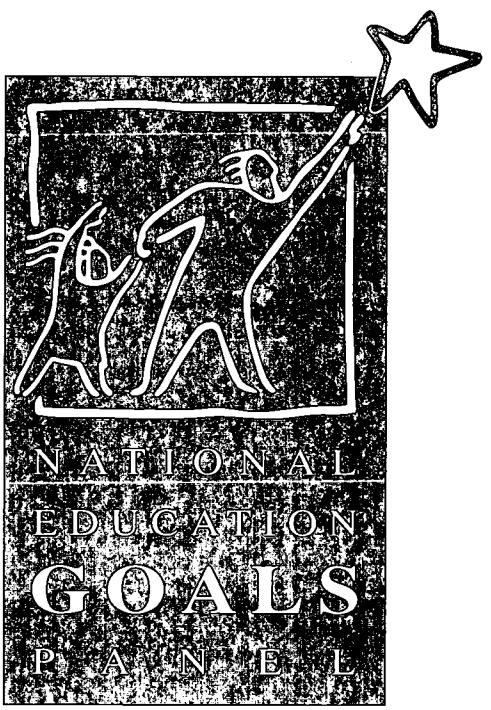

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Data Highlights

Data Highlights

What are the main findings in the Core Report?

Are we making any progress toward the Goals?

National progress on the 25 core indicators is very similar to the progress characterized in the 1995 Goals Report. Since the baselines were established, national performance has improved significantly in five areas:

- The proportion of infants born with one or more health risks has decreased (Goal 1 indicator).
- More families are reading and telling stories to their children on a regular basis (Goal 1 indicator).
- Mathematics achievement has improved among students in Grades 4 and 8 (Goal 3 indicator).
- More students overall and more female students are receiving degrees in mathematics or science (Goal 5 indicator).
- Incidents of threats and injuries to students at school have declined (Goal 7 indicator).

In eight areas national performance has gotten worse:

- Reading achievement at Grade 12 has decreased (Goal 3 indicator).
- The percentage of secondary school teachers who hold a degree in their main teaching assignment has decreased (Goal 4 indicator).
- The gap in adult education participation has increased between adults with a high school diploma or less, and those who have additional postsecondary education (Goal 6 indicator).
- The gap in college completion rates between White and Hispanic students has increased (Goal 6 indicator).
- Student drug use has increased (Goal 7 indicator).
- Attempted sales of drugs at school have increased (Goal 7 indicator).
- Threats and injuries to public school teachers have increased (Goal 7 indicator).
- More teachers are reporting that disruptions in their classrooms interfere with their teaching (Goal 7 indicator).

In ten areas no significant changes in national performance have occurred. We have made no discernible progress toward:

- Reducing the gap in preschool participation rates between high- and low-income families (Goal 1 indicator);
- Improving the high school completion rate (Goal 2 indicator);
- Increasing reading achievement at Grades 4 and 8 (Goal 3 indicator);
- Increasing mathematics achievement at Grade 12 (Goal 3 indicator);
- Increasing the percentage of minorities who receive degrees in mathematics or science (Goal 5 indicator);

- Reducing the gap in college enrollment rates between White and minority students (Goal 6 indicator);
- Reducing the gap in college completion rates between White and Black students (Goal 6 indicator);
- Reducing the percentage of students who report using alcohol (Goal 7 indicator);
- Reducing student reports of classroom disruptions that interfere with their learning (Goal 7 indicator); and
- Increasing the percentage of parents who report being involved in activities in their child's school (Goal 8 indicator).

Since the baselines were established for the 21 state core indicators, improvements have occurred in the following areas:

- Thirty-seven states have reduced the percentage of infants born with one or more health risks (Goal 1 indicator).
- Ten states have increased the percentage of 8th graders scoring at the Proficient or Advanced levels on the NAEP mathematics assessment (Goal 3 indicator).
- Forty-six states have increased the percentage of mathematics or science degrees awarded to all students, 48 states have increased the percentage awarded to females, and 30 have increased the percentage awarded to minorities (Goal 5 indicator).
- Nine out of 12 states have increased the percentage of students enrolling in postsecondary education (Goal 6 indicator).

However, in other areas the news is not as encouraging:

- Forty-four states have made no progress toward increasing their high school completion rates (Goal 2 indicator).
- Twenty-seven states have made no progress toward increasing the percentage of 8th grade students who score at the Proficient or Advanced levels on the NAEP mathematics assessment (Goal 3 indicator).
- In 13 of 19 states, more students report using marijuana (Goal 7 indicator).
- In 9 of 13 states, more students report being offered, sold, or given an illegal drug at school (Goal 7 indicator).
- In 18 of 20 states, no progress has been made toward decreasing the percentage of students who report having five or more drinks in a row (Goal 7 indicator).
- In 13 of 13 states, no progress has been made toward decreasing the percentage of students who report that they were threatened or injured with a weapon at school (Goal 7 indicator).

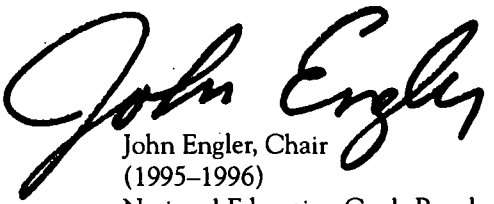
Foreword

On behalf of the National Education Goals Panel, I am pleased to present the *1996 National Education Goals Report*. This is the sixth in a series of annual reports published by the National Education Goals Panel to measure the amount of progress made by the nation and the states toward the eight National Education Goals. This year's *Goals Report* consists of two documents, a *Core Report* and an *Executive Summary*. The *Core Report* highlights approximately two dozen core indicators to convey to parents, educators, and policymakers how much progress we have made in each Goal area. The *Executive Summary* presents this information in a condensed version.

This year the *Goals Report* focuses on two areas of education reform which are currently of great interest to states and local communities: standards and assessments. The Goals Panel remains convinced that it will be impossible to achieve the National Education Goals unless states and local communities demand more from their students by setting rigorous standards for student achievement and by designing new forms of assessment to determine whether students have mastered challenging subject matter. The good news is that the majority of states and a number of local school districts, both large and small, have been engaged in standards-setting and assessment development for quite some time. And those which are in the earlier stages of standards-setting and assessment development can expect increased support from the nation's Governors and business leaders, who pledged in March 1996 to help states set their own standards and develop assessments within the next two years.

While much has been written about the process of setting standards and developing assessments for policymakers and educators, little has been available until now to help parents understand how higher standards and new forms of assessments will affect their own children. This *Goals Report* hopes to fill that need by providing information to parents about standards and assessments so that they can be knowledgeable participants in these important policy decisions.

Sincerely,



John Engler, Chair
(1995–1996)
National Education Goals Panel,
and Governor of Michigan

Preface

Planning, design and production of the *1996 National Education Goals Report* and the accompanying *Executive Summary* were the responsibility of Cynthia Prince and Leslie Lawrence.

Technical assistance and statistical support services were provided by Babette Gutmann, Allison Henderson, and Ann Webber of Westat, Inc. Eileen Worthington of Westat, Inc., contributed expertise in graphic design, layout, and report production. Scott Miller of Editorial Experts, Inc., provided editorial support.

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: Aaron Bell, Kim Burdick, Lori Gremel, Tim Kelly, Deborah Lynch, Maggie McNeely, Mary Rollefson, Patty Sullivan, and Emily Wurtz.

The *1996 National Education 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.

As a special tribute, we dedicate this *1996 Report* to the memory of Charles J. Walter. Charles was the Executive Officer of the National Education Goals Panel from its inception. He worked tirelessly behind the scenes to help assure that all of the annual reports from 1991 through 1995 were delivered on time with zero defects. And he did much more, always with thoroughness, sensitivity, and humor. This is the first *Goals Report* without his many fingerprints. We dedicate it to him.

Ken Nelson
Executive Director
National Education Goals Panel

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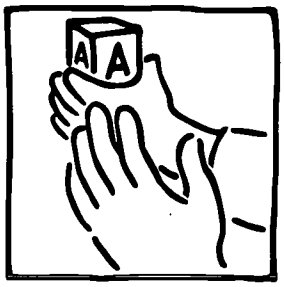
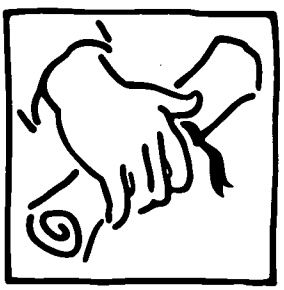


Goal 1: Ready to Learn

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.

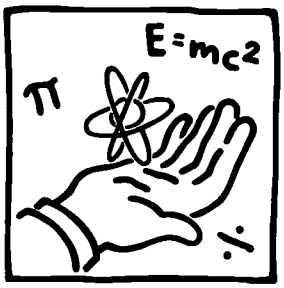
Goal 4: Teacher Education and Professional Development

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.

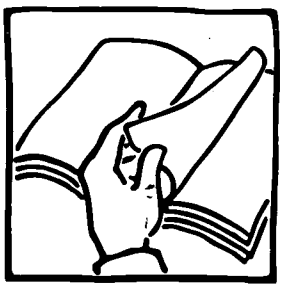


Goal 5: Mathematics and Science

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.



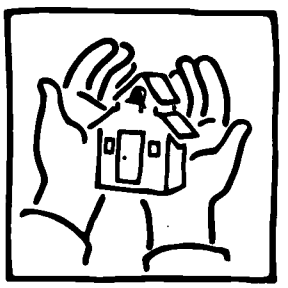
Goal 6: Adult Literacy and Lifelong Learning

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

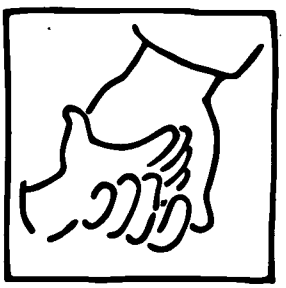


By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

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.

Chapter 1: Setting Standards and Creating Assessments at the State and Local Levels

What should 4th graders know about American history? What kinds of computer skills should they be expected to master? Should all 8th graders be able to solve algebra problems? Should they be able to dissect a frog and identify its major organs? In order to receive a high school diploma, should school districts require their 12th graders to design and conduct chemistry experiments? Should high school graduates be expected to play at least one musical instrument? Should they be required to speak, read, and write a foreign language? Are these expectations too high? How do they compare to the expectations held for students in other countries? In today's world, what basics should all students learn?

These are the kinds of questions that are being discussed and debated throughout the United States as states and local communities decide what they want their own students to know and be able to do so that they are prepared to enter college or the workforce when they graduate. Mounting evidence suggests that far more rigorous levels of academic achievement will be required to equip American students for the kinds of jobs that will be available in the future — jobs that will demand increasingly sophisticated levels of literacy, communication, mathematical, and technical skills. Widespread concern that we do not ask enough from either our students or our schools has led to a resounding call for more challenging academic standards that clearly define what we expect all students to learn (content standards) and the levels of performance that we expect them to achieve (performance standards).

More rigorous education standards require students to master the basics and more. Challenging academic standards emphasize a thorough understanding of subject matter, plus problem-solving skills; integration and application of knowledge across different subject-matter disciplines; and thinking skills. For example, one of Colorado's standards for reading and writing requires students to "make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing."[1] One of Virginia's science standards requires students in Grade 4 to "plan and conduct investigations in which appropriate metric measures are used to collect, record, and report data."[2] And one of New Jersey's standards for visual and performing arts expects that by the end of Grade 8, students will "create, produce, or perform works of dance, music, theater, or visual arts, individually and with others."[3]

More rigorous education standards require students to master the basics and more.

These are not the kinds of knowledge and skills that can be easily tested with traditional multiple-choice examinations. It is not surprising, therefore, to find that many states and local communities are also hard at work creating new kinds of tests to measure whether students are meeting the new standards.

Why should these efforts by states and local school districts to set standards and to develop new assessments be of interest to parents? What does this mean for their own children? What

kinds of skills and knowledge will they be expected to learn? What will these new tests look like? And what will happen if students do not meet the standards? This chapter will address these and related questions about standards and assessments so that parents can actively participate in these kinds of discussions and decisions in their own communities.

Why do we need to set standards? Haven't we had education standards all along?

Unlike some of our international competitors, the United States has never had a common set of education standards. This is because education is considered primarily a state or local responsibility (depending on the traditions of the state). It is true that the notion of establishing standards is not necessarily new to states and local school districts, since most have long held some sort of standards for promotion to a higher grade or for high school graduation. However, these kinds of standards have usually been set at very low levels to define the minimum acceptable levels of performance, rather than at high levels to define desirable, or expected, levels of performance. In addition, these kinds of standards have usually varied widely in both their scope and their quality from school district to school district. High performance standards for student achievement have been described as "part of an overall effort to improve instruction, increase the content of what is taught, and develop rigorous tests that measure progress toward high standards."[4]

Unlike some of our international competitors, the United States has never had a common set of education standards. This is because education is considered primarily a state or local responsibility (depending on the traditions of the state).

The push to set more challenging education standards was greatly influenced by several decades of international comparisons which suggested that U.S. students lagged behind their peers in other countries in mathematics and science achievement.[5,6] Interest in raising standards was further heightened when the National Commission on Excellence in Education warned in its 1983 report, *A Nation at Risk*, that the skills and knowledge of the U.S. workforce would have to increase dramatically in order for the nation to remain internationally competitive.[7]

In 1989, President Bush and the nation's Governors met in Charlottesville, Virginia, to address this problem collectively. The participants at this first Education Summit agreed to set National Education Goals in order to provide a common direction for educational improvement in all states. Six National Education Goals were established in 1990, and were later expanded to eight by Congress. The 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 Panel was created in 1990 to monitor national and state progress toward these goals through the end of the decade. However, the members of the Goals Panel quickly concluded that it would not be possible to determine whether U.S. students had actually met the Goals (especially Goal 3) unless states set clear targets, or standards, to determine whether students had "demonstrated competency over challenging subject matter."

How much progress has been made so far?

Since that time, a tremendous amount of work has taken place at the national, state, and local levels to set higher standards in education and to develop new forms of challenging assessments. Over the past seven years, voluntary standards have been created by subject area experts such as the National Council of Teachers of Mathematics in eight of the nine core subject areas specified in Goal 3 (English, mathematics, science, foreign languages, civics and government, arts, history, and geography). Draft standards are currently under development in the ninth core area, economics. These voluntary standards have served as models or resources for the development of state and local standards. Physical education, social studies, English as a Second Language, health, industrial arts, and technology are additional subject areas in which voluntary standards have been released in final or draft form.

As the voluntary subject-specific standards were being designed, many states were conducting similar work of their own. At least 32 states have developed state standards, and an additional 14 report that standards development is under way.[8,9] Forty-five states report that they have statewide assessment systems. Twenty-three states report that they have aligned* their assessments with their standards, and an additional 21 report that they are in the process of doing so.[10]

Local school districts also report that they have been busy setting their own standards and developing their own assessments. And this work has not been limited to small or wealthy school districts. Twenty-eight of the nation's largest urban districts recently reported that they were in the process of developing or adopting their own standards. Twenty-eight districts also reported that they were in the process of aligning their local assessment systems with national, state, or local standards.[11]

Despite all of the work that has been done to date, policymakers and business leaders realize that a number of critical challenges still lie ahead. For example, translated copies of the standards, assessments, and curricula of the United States' chief economic competitors are not readily available to states to help ensure that the standards they set for their own students are comparable to the best in the world.[12] In addition, many states that have finished drafting their standards are now struggling with the complexity and expense of designing new assessments to determine whether students have met the standards. And limited information is available to let policymakers and business leaders know how their state standards and their students' performance measure up when compared to neighboring states.

Governors and business leaders convened a second Education Summit in Palisades, New York, in March 1996, in order to confirm their commitment to standards and assessments and to address these kinds of concerns. Two of the goals that participants agreed to achieve in their own states within the next two years were "to set clear academic standards for what students need to know or be able to do in core subject areas; and to assist schools in accurately measuring student progress toward reaching these standards."[13]

At least 32 states have developed state standards, and an additional 14 report that standards development is under way. Forty-five states report that they have statewide assessment systems.

What do these new standards look like?

Some states, such as California, are setting standards at every grade.[14] Others, such as Washington, are setting standards by levels rather than grades. Most states, however, organize their standards by three or four grade clusters (for example, Kindergarten-Grade 4, Grades 5-8, and Grades 9-12). All states report

* In other words, they are revising their assessment systems so that their tests will actually measure whether or not students have mastered the skills and knowledge specified in the standards.

that the first subject areas in which they developed or are developing standards are English/language arts, mathematics, science, and social studies. Additional core subject areas that are frequently cited include civics, geography, the arts, history, economics, and foreign languages. There is quite a bit of variation from state to state, however, in the breadth of subject areas covered. A few of the additional areas in which standards are being developed include agriculture (Nebraska), business (North Dakota), vocational education (Alabama), environmental education (Wyoming), marketing education (Texas), workplace readiness (New Jersey), home and work skills (Hawaii), health promotion and wellness (District of Columbia), technology (Michigan), and Native American, foreign, and American sign languages (Oklahoma).

Four examples of state standards that were developed in the core academic subjects of English language arts, mathematics, history, and science follow. These examples were selected because each of the states that developed them — Virginia, Florida, California, and Delaware — met the American Federation of Teachers' criteria for "exemplary" standards.**

According to the American Federation of Teachers, these standards are worthy of emulation by other states. They are "all written in clear, explicit language, they are firmly rooted in the content of the subject area, and they are detailed enough to provide significant guidance to teachers, curriculum and assessment developers, parents, students, and others who will be using them."[15]

As a reminder, standards define the essential concepts and skills that we expect all students to know and be able to do. However, they should not prescribe *what* should be taught to enable students to reach the standard (curriculum), nor should they dictate *how* the material should be taught (instruction). These decisions are best left to teachers and other school staff who work most closely with students. For example, in the sample standards shown on the following page, California distinguishes the essential concept, or standard ("The student will demonstrate an understanding of the principles underlying the American Revolution"), from sample curricular activities that students should be able to do in order to meet the standard (e.g., "analyze key phrases of the Declaration of Independence").

SAMPLE STANDARDS

English Language Arts

Virginia: Grade 8

Writing

Standard: The student will write in a variety of forms, including narrative, expository and persuasive writings.

- Use prewriting strategies to generate and organize ideas.
- Focus on elaboration and organization.
- Select specific vocabulary and information.
- Use standard sentence formation, eliminating comma splices and other nonstandard forms of sentences that distract readers.
- Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs.
- Edit final copies to ensure correct use of pronoun case, verb tense inflections, and adjective and adverb comparisons.
- Edit final copies to ensure correct spelling, capitalization, punctuation, and format.
- Use available technology.

Source: Commonwealth of Virginia Board of Education. (1995, June). *Standards of learning for Virginia public schools.* Richmond, VA: Author.

** While not all states agree with the criteria developed by the American Federation of Teachers (AFT) to evaluate standards, they are a starting point for discussing the quality of content standards. The complete list of states that met the AFT criteria for exemplary standards is as follows: California (social studies), Delaware (science), District of Columbia (social studies), Florida (mathematics, social studies), Indiana (mathematics), Massachusetts (science), Ohio (mathematics), Virginia (English, mathematics, science, social studies), and West Virginia (mathematics).

Mathematics

Florida: Grades 6-8

Measurement

Standard: The student measures quantities in the real world and uses the measures to solve problems.

1. Uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.
2. Uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures.
3. Understands and describes how a change of a figure in such dimensions as length, width, height, and radius affects its other measurements such as perimeter, area, surface area, and volume.
4. Constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Source: Florida State Department of Education. (1996). *Sunshine State standards, 1996.* Tallahassee, FL: Author.

History

California: Grade 8

United States History and Geography: Growth and Conflict

Standard: The student will demonstrate an understanding of the principles underlying the American Revolution.

Examples of the type of work students should be able to do to meet the standard:

1. Describe major events and explain ideas leading to the War for Independence.
2. Analyze key phrases of the Declaration of Independence and explain how they justified revolution, with special emphasis on the natural rights philosophy and the concept of "consent of the governed."
3. Explain the Patriots' cause after studying passages from such sources as Thomas Paine's *Common Sense*, political sermons, or letters of the time.
4. Describe the arguments advanced by both Patriots and Loyalists and explain how they demonstrated different interests, beliefs, hopes, and fears.
5. Explain the contributions of Washington, Jefferson, Franklin, and others in establishing a new nation.
6. Explain how the principles which brought about the American Revolution influenced other nations in history and how they still have meaning today.

Source: California Department of Education. (1995). *Challenging standards for student success. Draft interim content and performance standards.* Sacramento, CA: Author.

Science

Delaware: Grades 6-8

Energy and Its Effects: Interactions of Energy with Materials

Standard: By the end of eighth grade students should know that:

1. Energy can travel as waves which are characterized by wavelength, frequency, amplitude, and speed. Waves have common properties of absorption, reflection, and refraction when they interact with matter. They are either mechanical (e.g., sound, earthquake, tidal) or electromagnetic (e.g., sunlight, radio waves); only electromagnetic waves will travel through a vacuum.
2. The resistance to flow of an electric current through a material depends on the mobility of electrons in the material. In conductors (e.g., metals) the electrons flow easily, while in insulators (e.g., wood, glasses) they flow hardly at all. The resistance to flow converts electric energy to heat energy.

Source: State of Delaware Department of Public Instruction. (1995, June). *New directions: Delaware first in education. State of Delaware science curriculum framework, content standards. Vol. I.* Dover, DE: Author.

Does this mean that nearly all of the work on standards and assessments is already done and that there are no further opportunities for input?

No. A number of states are still in the early stages of creating standards or revising initial drafts. In addition, some of the standards that have been created are so lengthy that it would not be possible to cover them all within the course of a normal school year. It will be essential for states and local communities to seek public input to help them choose what is most important for students to know and be able to do so that the standards that are finally adopted are useful and feasible. Many states report that public participation at hearings and at town and regional meetings has been a critical component of their standards development process.[16] They claim that public participation has helped build support for setting higher standards in their states and has provided needed assistance during writing and review.

Standards should be rigorous, comparable to the best in the world, and should be understood and supported by parents and the general public.

Moreover, despite the work that has already been done, in most cases we have limited information to tell us:

- whether standards are of high quality;
- whether standards are set high enough;
- how standards in one state compare with the standards set in other states or other countries;
- how student achievement compares across states or internationally;
- whether a state's assessment system is truly aligned with its standards;
- how states and local school systems are using assessment results to improve both student and teacher performance; and
- whether current assessments are actually measuring the knowledge and skills that children truly need to succeed.

How can we judge whether standards are of high quality?

Several organizations such as the American Federation of Teachers,[17] the Council for Basic Education,[18] the National Alliance of Business,[19] and an advisory group to the National Education Goals Panel[20] have recently developed criteria to judge the quality of standards.[21] Although each group's criteria differ slightly from the others, common to all are the notions that standards should be rigorous, comparable to the best in the world, and should be understood and supported by parents and the general public. One example of criteria to judge whether standards are of high quality is shown on the following page (see box).[22]

Colorado is an example of a state that enlisted the assistance of its citizens to judge the quality of its standards. Over 3,000 copies of the first draft of Colorado's standards were mailed to groups and individuals such as parent organizations, teachers, superintendents, public libraries, presidents of school boards, college and university presidents, and the general public.[23] The standards included response forms that asked citizens to rate each standard on a scale of 1 to 5 according to five questions:

1. Is the content standard a statement of what a student should know or be able to do?
2. Is the content standard specific and clear?
3. Is the content standard meaningful for today's world?
4. Is the content standard inclusive (that is, something every child can learn)?
5. Is the content standard a worthy goal for student learning?

Between 700 and 1,300 responses were received in each subject matter area. These responses were used to revise and improve the quality of the final set of standards.

How do we know whether standards are set high enough?

Although we may desire to be the best in the world, information is not readily available that would enable states to compare their results easily to each other, to the nation, or to our international competitors. Simply setting standards does not ensure that they are sufficiently challenging. External benchmarks are needed to ensure that the standards are as demanding as those found elsewhere. But how can a state or a community benchmark its standards to know whether they are set high enough?

One way this could be done is by comparing the state standard with a high standard on another test. This type of comparison was recently done in mathematics and in reading, using the National Assessment of Educational Progress (NAEP).[24] NAEP is an assessment that is administered nationally at Grades 4, 8, and 12. Three levels are used to describe student performance: Basic, Proficient, and Advanced. The percentage of students who met their own state's performance standard was compared to the percentage of students in that state who scored at the Proficient or Advanced levels on NAEP. (The Goals Panel considers

Standards should be:

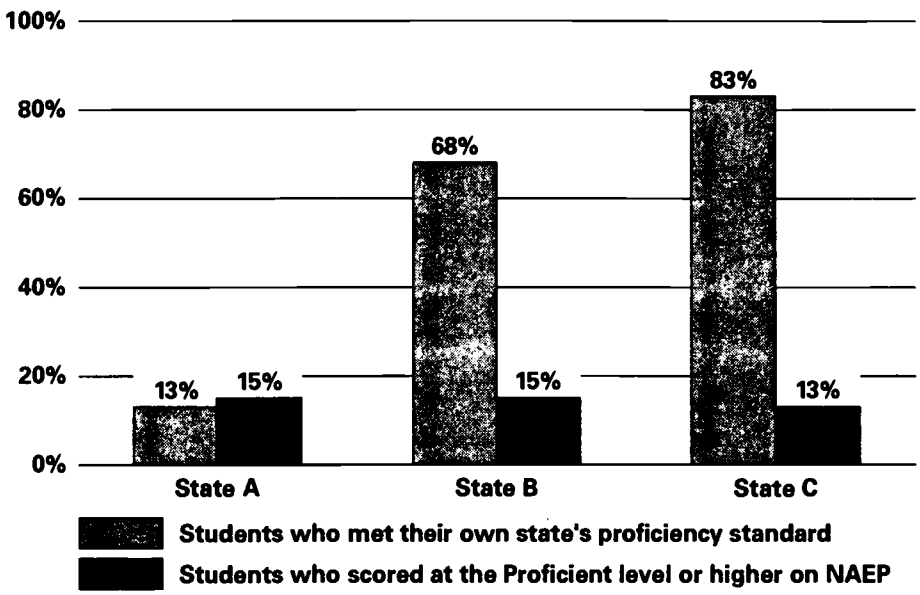
1. **World-class:** at least as challenging as current standards in other leading industrial countries, though not necessarily the same.
2. **Important and focused:** parsimonious while including those elements that represent the most important knowledge and skills within a discipline.
3. **Useful:** developing what is needed for citizenship, employment, and life-long learning.
4. **Reflective of broad consensus-building:** resulting from an iterative process of comment, feedback, and revision including educators and the lay public.
5. **Balanced:** between the competing requirements for:
   - depth and breadth;
   - being definite/specific & being flexible/adaptable;
   - theory or principles & facts or information;
   - formal knowledge & applications; and
   - being forward-looking & traditional.
6. **Accurate and sound:** reflecting the best scholarship within the discipline.
7. **Clear and usable:** sufficiently clear so that parents, teachers, and students can understand what the standards mean and what the standards require of them.
8. **Assessable:** sufficiently specific so their attainment can be measured in terms meaningful to teachers, students, parents, test makers and users, the public, and others.
9. **Adaptable:** permitting flexibility in implementation needed for local control, state and regional variation, and differing individual interests and cultural traditions.
10. **Developmentally appropriate:** challenging but, with sustained effort, attainable by all students at elementary, middle, and high school levels.

Source: Goals 3 and 4 Technical Planning Group on the Review of Education Standards. (1993). *Promises to keep: Creating high standards for American students* (Publication 94-01), pp. iii-iv. Washington, DC: National Education Goals Panel.

Exhibit A

Proficiency in Mathematics, NAEP Standard vs. State Standards

Percentages of 7th and 8th grade students in three states who met their own state's proficiency standard[1] in mathematics in 1994-95, compared with percentages of 8th graders in the same states who scored at the Proficient level or higher in mathematics on the 1992 National Assessment of Educational Progress (NAEP)[2]



[1] The definitions for mathematics proficiency in the profiled states are as follows:
State A: The percentage of students meeting or exceeding the state standard (Level 1).
State B: The percentage of students meeting or exceeding the state standard.
State C: The percentage of students meeting or exceeding the "adequate and acceptable" performance standard.

[2] NAEP mathematics data have been revised. See Appendix B.

Data source: Musick, M. (1996). *Setting education standards high enough: An open letter to educators, parents, governors, legislators, and civic and business leaders*. Atlanta: Southern Regional Education Board.

student performance at the Proficient or Advanced levels on NAEP as evidence of mastery over challenging subject matter.)

The results of this comparison suggest that what is considered "good enough" for student performance varies from state to state. Exhibit A profiles results for three states in which 8th graders performed similarly on the 1992 NAEP mathematics assessment — 13% to 15% of the students in each state performed at the Proficient level or higher. However, the percentages of 7th and 8th graders in these three states who met the standard on their own state's assessment ranged from 13% to 83%. These large differences suggest that States B and C (and many others like them) have probably set their own standards too low.

Of course, as the author of the study acknowledges, one can reasonably argue that it is the NAEP standards that are set too high. The main point that he makes, however, is that unless states talk to each other about the processes they underwent to set standards, "the odds are great that 1) many states will set low performance standards for student achievement despite lofty sounding pronouncements about

The National Education Goals Panel's Principles on State Systems of Assessment

The National Education Goals Panel strongly encourages states to:

1. Align state assessment systems with high academic state standards.
2. Report assessment results in a manner that is clear and meaningful to all interested parties — from parents to employers to policymakers — and that communicates whether all students are meeting the state's academic standards.
3. Use results for the continuous improvement of teaching and learning and for holding both the school system and the student accountable for progress.
4. Consider using the National Assessment of Educational Progress (NAEP) test frameworks and embedding test items voluntarily in their own systems of standards and assessments so that NAEP data can serve as an external benchmark for state results.
5. Consider benchmarking performance levels to those at the national level (such as those developed by NAEP), and to those developed by other states and countries.

high standards, and 2) the standards for student achievement will be so dramatically different from state to state that they simply won't make sense."[25]

The National Education Goals Panel strongly encourages states and local communities to hold these kinds of discussions. To aid in these discussions, the Goals Panel has developed a set of principles to serve as guides to states and local communities as they develop and revise their own academic standards and systems of assessment (see box above).

How can we tell whether standards are as challenging as those set in other states or other countries?

This is one of the most important questions that policymakers, business leaders, and parents should be asking. A state that demands little from its graduates creates few incentives to attract businesses, create jobs, and boost its economy. Moreover, a state that demands little from its graduates provides scant assurance to parents that their sons and daughters will be able to compete successfully for good jobs or for admission to college, especially when compared to students who have been held to much higher standards.

States have used a variety of formal and informal approaches to determine whether their standards are as challenging as others', but these efforts have been largely uncoordinated. At present, there is no single place where states and local communities can turn for help to see whether they have set their standards high enough, what they can learn from the experience of others, and how their standards compare to the best in the world. Participating Governors and business leaders at the second National Education Summit are in the process of establishing an independent, nongovernmental organization that can provide this very type of assistance.[26]

In the meantime, the majority of states have consulted standards documents developed by other states or by subject area experts when drafting their own standards. A more direct approach was tried by the North Dakota State Department of Education, which sent its standards to all 50 state departments of education for feedback.[27] Yet another approach is

being studied on an experimental basis in four states that are working with the U.S. Department of Education's National Center for Education Statistics.[28] The purpose of the study is to develop a methodology to link individual state assessments to NAEP. If successful, it will enable states to report their own assessment scores in NAEP equivalents, and thus to compare student performance across states and to the high standards established for NAEP.

Other states and local school districts have formed collaboratives that allow them to pool resources and develop common standards and assessments that will permit state-to-state comparisons of student performance. One such example is the New Standards Project, developed by the Learning Research and Development Center at the University of Pittsburgh and the National Center on Education and the Economy. The New Standards Project is working with 17 states and urban districts representing nearly one-half of the students in the United States to develop a national system of standards and assessments that will allow state and local customization.[29] Another example is the State Collaborative on Assessment and Student Standards (SCASS), which was created by the Council of Chief State School Officers in 1991 to link states with common student standards and assessment needs, and to assist them with assessment design and development projects.[30]

Only 12 states report that they actually examined standards, tests, or curricular materials from other countries when designing their own standards.

While it is fairly common to find that states have reviewed standards and assessments developed by other states to see how theirs compare, few states have attempted any type of international comparisons. Only 12 states report that they actually examined standards, tests, or curricular materials from other countries when designing their own standards.[31] And those states that did attempt to review materials from other countries were generally limited to information from English-speaking countries, since translated materials were not readily available.

One state that has benchmarked its standards internationally by administering its own assessment to students in other countries is Maryland. Maryland did this in Germany and Taiwan to see whether the standards for student achievement on the Maryland School Performance Assessment were set too high, as some critics had argued.[32] The conclusion was that they were not. The state is also considering testing Maryland students with translated versions of student assessments that are given in Germany to see how Maryland students' performance compares.[33]

Another approach is being tried by Colorado, Delaware, and Massachusetts, in collaboration with the Council for Basic Education.[34] These states have begun working together to see how closely their standards align with each other's, and with the frameworks developed for NAEP and for the Third International Mathematics and Science Study (TIMSS).*** If the standards developed independently by the three states are fairly similar, the states hope to develop common test items so that eventually they can compare their students' performance across states and to national and international benchmarks.

Why do we need new types of assessments?

Testing is certainly one of the most common activities in U.S. schools and is used for a wide variety of purposes: for instruction; to screen students for disabilities or language differences; to hold students accountable for meeting high school graduation requirements; to provide student, teacher, or school awards or recognition; to make decisions about school accreditation; and to hold states, school districts, and schools accountable for improving student achievement. Forty-five states recently reported that they have statewide assessment systems.[35] All 45 states test students in mathematics and 39 test students in reading, primarily in Grade 4 (33 states), Grade 8 (40 states), and Grade 11 (32 states). Writing, science, and social studies

*** The Third International Mathematics and Science Study (TIMSS) is an international comparative study of educational achievement in nearly 40 countries, including the United States. Students in Grades 3-4, 7-8, and 12 were assessed in mathematics and science in Spring 1995. Results will be available beginning in late 1996.

are also frequently tested, and some states report that they test in spelling, health, and communication, as well. With all this testing, why do we need more new assessments?

The National Education Goals Panel believes that statewide assessment systems should do two things. In addition to providing a way to see how students' results measure up to others', assessment systems should answer the question, "Have students acquired the knowledge and skills that they will need as adults?" The goal is not to add more assessments, but to revise existing assessment systems to make sure that they test whether students have reached the standards and mastered the knowledge and skills that states and local communities want all of their students to learn. Since the adoption of standards is a very recent phenomenon in the majority of states, only about half of the states that have statewide assessment systems report that their assessment systems are currently aligned with their standards.[36]

The good news is that many states have already moved away from sole reliance on norm-referenced tests. Norm-referenced tests tell us how well a student did in comparison to other students in the same grade, but they do not tell us whether students have reached the standard and mastered what they need to know. For example, an 8th grader can score "above average" on a norm-referenced test in mathematics, but this result is not encouraging if the average is very low.

At present, only six states rely on norm-referenced tests exclusively.[37] Instead, states are supplementing norm-referenced testing with combinations of writing samples, open-ended test items that require students to produce short written responses, items that require students to explain their answers, portfolios of student work, and criterion-referenced tests (which measure student performance against established criteria which all students are expected to learn).

What do these new tests look like?

Three examples of challenging assessment items appear on the following pages. These items were developed for the state assessment systems used in Maryland, Connecticut, and Kentucky, and provide real-life examples of the kinds of knowledge and skills that these states have determined that all of their students should know and be able to do. The Kentucky item tests one subject area (mathematics) at Grade 8. The items from Maryland and Connecticut are interdisciplinary, meaning that they are designed to tap student knowledge in more than one area. The Maryland item incorporates science and language arts skills at Grade 5 and the Connecticut item incorporates language arts, mathematics, science, and social studies skills at Grade 10. Both require students to spend part of their time working in small groups and part of their time working individually.

Only about half of the states that have statewide assessment systems report that their assessment systems are currently aligned with their standards.

Clearly, the kinds of test items shown in these examples require more time to develop, administer, and score than traditional, multiple-choice items. But in return, they provide far richer information about students' skills and knowledge than simply measuring their ability to discriminate among several potentially correct choices. In order to solve these kinds of challenging problems, students must apply previous knowledge to new situations, think critically and creatively, demonstrate their ability to reason, interpret and explain information, use evidence to support their arguments, and defend both their approach and their solution to the problem.

Maryland Example

Grade 5
Science, Language Usage

"Salinity"
Maryland School Performance Assessment Program (MSPAP)

Following is a brief description of four activities and excerpts from two activities from the MSPAP "Salinity" test item for Grade 5. Space for student responses and the map have been deleted. The complete test item can be obtained by calling the Maryland State Department of Education at (410) 767-0081.

This task measures the following outcomes:

- Students will demonstrate their acquisition and integration of major concepts and unifying themes from the life, physical, and earth/space sciences.
- Students will demonstrate the ability to interpret and explain information generated by their exploration of scientific phenomena.
- Students will demonstrate ways of thinking and acting inherent in the practice of science.
- Students will demonstrate the ability to employ the language, instruments, methods, and materials of science for collecting, organizing, interpreting, and communicating information.
- Students will demonstrate the ability to apply science in solving problems and making personal decisions about issues affecting the individual, society, and the environment.

Students work individually and in groups of four to complete the following task. They are allowed 42 minutes to complete the entire task.

Summary of student activities:

Students work in a group to construct a hydrometer (a device used to measure the saltiness of different water samples) from a drinking straw, clay, and BBs. They place the hydrometer in fresh- and salt-water samples, and then draw and label their observations. They devise a method of quantitatively measuring the levels at which the hydrometer floats in fresh and salt water, and then measure and record results. They describe the observed differences and offer reasons that might explain them.

Students then work individually, using what they have learned to predict how the hydrometer might float in a mixture of fresh and salt water, and provide a rationale for their prediction. The student groups mix samples of fresh and salt water and place the hydrometer in the new samples. They record their observations and measurements to determine whether the prediction they made in the previous step was correct and then explain why.

(Students work individually to complete the remainder of the task.)

SALINITY SURVIVAL ZONES

Organism	Salinity Range	Zones Where the Organism Can Be Found
Blue Crab	0-30 ppt	
Black Sea Bass	15-30 ppt	
Sea Nettle	7-30 ppt	
White Crappie	0 ppt	
Striped Bass	0-30 ppt	
Common Sea Star	18-30 ppt	
Marsh Periwinkle	0-15 ppt	
Waterweed	0-9 ppt	
Yellow Pond Lily	0 ppt	

Instructions to students:

You have just completed an investigation that involved water with different salinity values. In the next activity you will use this information to solve some problems that might occur when you are keeping animals and plants in an aquarium.

In the Chesapeake Bay, salinity determines the types of animals and plants that can survive in a particular zone. Some types of fish can only be found in areas that have a certain amount of salt in the water. Salinity can be measured in parts per thousand, or "ppt." Higher ppt measurements indicate greater salinity.

A. The chart above represents several species of organisms that are common to the bay. It also includes the range of salinity in which the organisms can live. Open your Resource Book to page 10 and use the map of the Chesapeake Bay and the chart to the right to complete the last column in the chart. *(Map and accompanying chart show zones of the Chesapeake Bay where tidal freshwater, brackish waters, moderately salty waters, and salty bay waters can be found, along with their salinity ranges.)*

B. The saltwater aquarium in your school has a salinity range of 16 to 30 ppt. From the list of organisms above, identify the plants or animals that would NOT be able to survive in the aquarium and explain your reasons for not including these organisms.

Note: *In addition to science measures, the student's response to the following activity is scored for language usage.*

On a recent field trip to the Chesapeake Bay, your class caught several small black sea bass for the school aquarium. Write a paragraph for your teacher describing how you could use the hydrometer to make sure that these fish stay alive. Use observations and data from what you did today to help you write your response below.

Source: Maryland State Department of Education. (1994, July). *MSPAP public release task: Salinity. Maryland School Performance Assessment Program: Resource Library*. Baltimore: Author.

Connecticut Example

Grade 10
Interdisciplinary

"Space Station"
Connecticut Academic Performance Test (CAPT)

Following is a brief description and excerpts from the CAPT "Space Station" test item for Grade 10. Space for student responses and a drawing of the space station have been deleted. The complete test item can be obtained by calling the Connecticut State Department of Education at (860) 566-5323.

The issue for this activity is whether the United States should fund the development of a space station. Students begin with a brief, 10-minute discussion in groups of three or four. They then work individually to review source documents and write a speech in which they take a stand on the issue. This interdisciplinary activity requires students to use skills and knowledge they have learned in language arts, mathematics, science, social studies, and other classes. They are allowed 90 minutes to complete the entire task.

A Guide to Group Discussion

Directions to students:

Working with members of your group, discuss the following questions:

- How important do you think space exploration is to our country?
- What are the advantages of space exploration?
- What are the disadvantages of space exploration?

Summarize the group's ideas in the chart below:

Advantages of Space Exploration	Disadvantages of Space Exploration

Your Task

Imagine that hearings are to be held in the United States Congress to decide whether or not to fund the space station Freedom in next year's budget. Prior to the meeting, members of the House Committee are holding town meetings in various parts of the country. One of the meetings will be held in your community.

Your task is to write a speech to be presented at the meeting stating your position on this issue. However, before taking a position it is important that you consider a variety of viewpoints. You have been provided with source materials containing several pieces of information related to the space station. You must read these source materials and use the information contained in them to choose and support the position you take in your speech. Take a minute now to locate the source materials.

Preparing to Write Your Speech

As you read the source materials, you may underline important information or write notes on the articles themselves. You have been given two charts to help you consider the various arguments for and against funding the space station. In addition, scratch paper has been included for any additional notes or outlining you may wish to do in preparation for writing your speech.

Any notes that you take or information that you place in the charts will not be scored, but they will help you later when you state and support your position in your speech. Only your speech will be scored.

(Students are provided the following types of source materials: magazine articles, graphs on U.S. domestic spending, budgetary information for the National Aeronautics and Space Administration (NASA) and the space station, and excerpts from the 1991 "Congressional Record" when the U.S. Senate and House of Representatives were debating the funding of the space station for fiscal year 1992).

Writing Your Speech

Write a speech for the town meeting either supporting or opposing funding of the space station. In your speech you should take a clear stand on the issue and support your position with evidence from the readings as well as your own background knowledge.

You won't have time to do extensive revising or to get the reactions of others to your speech, as you might if you were really going to speak at the town meeting. So, consider this a first draft or an initial attempt. However, express your thoughts as completely and clearly as possible so that those listening to your speech understand your ideas.

How Your Speech Will be Evaluated

Your score will be based on how well you:

- ✓ take a clear stand on the issue and support your position;
- ✓ organize your speech so others will follow your reasoning;
- ✓ support your ideas with accurate and relevant information from the source materials; and
- ✓ express your ideas clearly so that others will understand what you mean.

In drafting your speech, you should refer to the source materials and any notes you have taken. You may use the scratch paper to plan your speech, **but you must write your speech in your answer booklet.**

Source: Connecticut State Board of Education. (1996). *Connecticut Academic Performance Test (CAPT) interdisciplinary assessment*. Hartford, CT: Author.

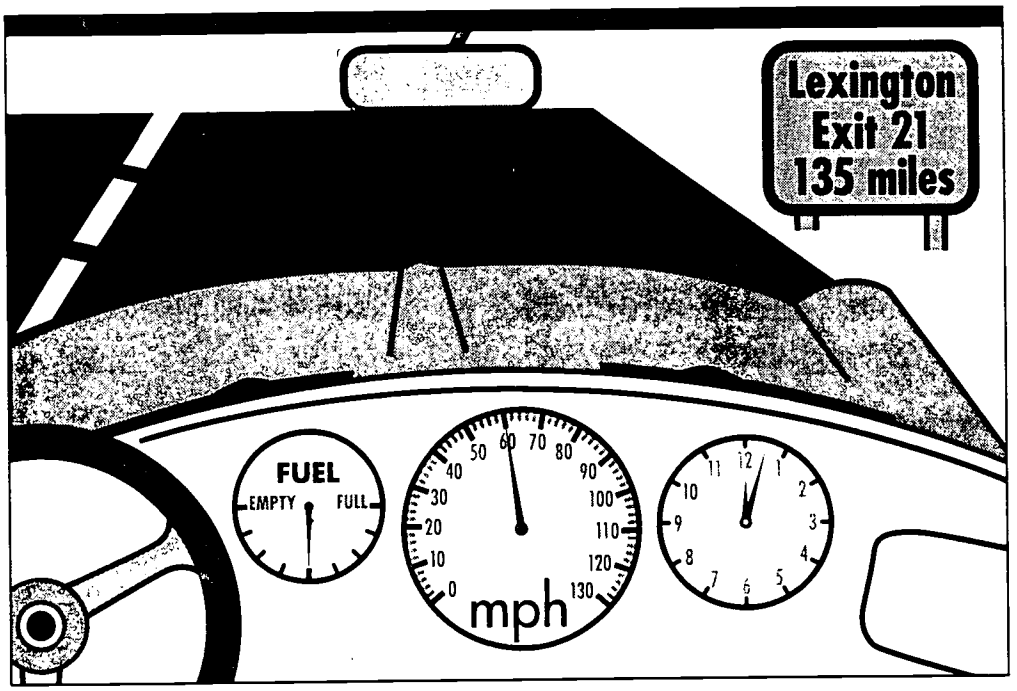
Kentucky Example

Grade 8
Mathematics

"Trip to Lexington"
Kentucky Instructional Results Information System (KIRIS)

Note: Space for student responses for this item have been deleted.

Use the picture below to answer the following question.



Imagine that you live in Lexington and your parents are driving on I-75 returning from a trip to Knoxville. They would like to surprise you by picking you up at school when you are released at 3:00. On the highway their car averages 23 miles to the gallon. The gas tank holds 12 gallons of gasoline.

a. Based on the information above and in the diagram, do you think that your parents will need to stop and buy some gasoline? Explain your reasoning.

b. If they do stop and purchase gasoline, will they have enough time to get to the school before you get out of school? Assume they average the speed shown on the speedometer. Explain your reasoning.

c. If you think that they will arrive early or late, how early or late will they be? Explain your answer.

Be sure to label your responses (a), (b), and (c).

Source: Kentucky Department of Education. (1995-96). *Kentucky Instructional Results Information System (KIRIS) student test booklet*. Frankfort, KY: Author.

How can I help my child prepare for these tests?

1. Set high expectations for your child.
2. Talk with your child's teachers regularly to discuss how your child is doing in school and what you can do to help your child improve.
3. Meet with your child's teacher or the school principal to discuss your child's scores or the school's scores on the test(s).
4. Read and write with your child and take time to read aloud to him or her, no matter how young or how old your child is.
5. Provide a quiet place for your child to study. Help your child with his or her homework.
6. Show interest in what your child is doing in school.
7. Limit the amount of television your child watches and discuss what he or she sees on TV.
8. Volunteer to help with school activities.

Source: Maryland State Department of Education. (n.d.). *Maryland School Performance Assessment Program (MSPAP) parent handbook: Raising expectations for Maryland students.* Baltimore: Author.

Adapted with permission.

What are the consequences if a student does not meet the standard?

The majority of Americans believe that high standards will have positive results for students: 71% say that if students are held to high expectations, they will "pay more attention to their school work and study harder." Seventy-two percent believe that students "will actually learn more." Not only does the public support higher standards, but they firmly believe that they should be enforced — 81% say that students should not be passed unless they have mastered the required subject matter.[38]

A recent state survey concluded, however, that making standards "count" by tying them to meaningful consequences for students is not receiving sufficient attention in most states:[39]

- only three states require districts to use state standards and assessments as factors when considering whether to promote students at certain grades;
- fewer than half of the states require students to pass high school graduation examinations linked to the state standards; and
- only nine states require students to pass graduation examinations linked to the state standards in all four core subject areas of English/language arts, mathematics, science, and social studies.

Enforcement of higher standards by the public schools, higher education, and business appears to be increasing, however. While only four states currently require students to pass graduation examinations that are set at least at a 10th-grade proficiency level, eleven more states plan to do so in the future. And even though only ten states currently require students to pass graduation examinations tied to the state standards, twenty plan to make this a graduation requirement in coming years.[40]

In Minnesota, for example, students in the graduating class of 2000 must meet minimum competency requirements in reading, writing, and mathematics in order to earn a high school diploma. In addition to basic competencies, students who graduate four years later will also be required to demonstrate high-level competencies in ten broad areas, such as complex writing skills, advanced science, social studies/history, and problem solving.[41]

Household projects: A way to help your child learn

Helping your child prepare for new types of assessments does not necessarily mean buying the latest in computer software or other instructional materials. Household projects and family trips can help your child to learn some of the most basic problem-solving, communication, and thinking skills they will need, not only to do well on assessments, but for the future.

In the kitchen: Have your child help you cook. Cooking usually requires reading, gathering together the proper materials, measuring out exact amounts, and organizing steps in the proper order.

Traveling: When planning a trip, get out the map and have your child plot the route and determine the distance you have to travel. If you're taking public transportation, let your child help pick the best bus route. If you're taking a car, tell your child how many miles per gallon your car gets and ask him or her to figure out how many gallons of gas you will need for the trip. During or after the trip, help your child create a written travel log to share with family and friends.

Gardening: If you are planting a garden, first go to the library with your child and read more about what you might want to plant and how to do it. Together, find out about different plants and let your child help pick some seeds which would grow well in your area. Ask your child to help figure out how much space you will need depending on which seeds you plant.

Source: Maryland State Department of Education. (n.d.). *Maryland School Performance Assessment Program (MSPAP) parent handbook: Raising expectations for Maryland students.* Baltimore: Author.

Adapted with permission.

In Maryland, students may soon have a harder time getting into college if they do not meet state standards during high school. Maryland is developing new tests in core subject areas that students will have to pass in order to receive a high school diploma. As currently planned, students will be required to pass the state graduation tests at even higher levels in order to be accepted at Maryland state colleges and universities.[42]

Oregon is another state that has recently tied its college admissions policies more closely to student mastery of essential skills in elementary and secondary school. The Oregon State System of Higher Education has created the Proficiency-based Admission Standards System, or PASS, in partnership with high schools, community colleges, and the Oregon Department of Education.[43] This new approach to college admissions replaces grade-point averages with proficiencies — clearly specified statements of the knowledge and skills students must master to be accepted. Starting in the fall of 2001, to be admitted to Oregon's public 4-year colleges, a student must demonstrate proficiency in six content areas: mathematics, science, social sciences, foreign languages, humanities/literature, and fine and performing arts. In addition, students must demonstrate mastery of skills grounded in the required subject areas, such as reading, writing, analytic thinking, and problem solving.

Employers, too, are taking steps to make standards count. Participating business leaders at the Second Education Summit in March 1996 pledged to implement new hiring practices within one year that would require students to show evidence of high academic achievement

(such as high school transcripts) when applying for jobs. Business leaders also made a commitment to consider a state's academic standards and student performance when deciding where to locate or expand their businesses.[44]

Will higher standards and tougher assessments unfairly penalize students with disabilities or those who have limited English proficiency? What about students who attend schools with fewer resources?

Public opinion polls show that most Americans support the idea that the same standards should apply to all children.[45] After all, if standards represent the essential knowledge and skills that students will need as adults, why should some children be expected to learn less than others? In the long run, won't lower expectations for some groups of students only hurt them by diminishing their chances for success?

At the same time, valid arguments can be made that applying the same standards to all children, regardless of circumstances, is inherently inequitable. How can poor children who attend schools with outdated science textbooks and no laboratory equipment be expected to achieve the same level of proficiency in science as students who attend schools with state-of-the-art equipment and materials? How can a Spanish-speaking student who enters a U.S. school in 10th grade be expected to learn sufficient English and academic content within two years to pass mandatory high school graduation examinations that were written for native English speakers? Is it fair to expect students with learning disabilities to score at the same levels as other students in order to qualify for admission to college?

One argument that has been proposed is that if a state expects all students to achieve the same standards, then it is incumbent upon that state to devise a way to identify struggling students early on and provide them with the necessary support that will enable them to meet the standards.[46] However, only ten states currently require and fund intervention strategies, such as after-school tutoring or Saturday school, to help low-achieving students reach the state standards. An additional eight states require intervention but provide no money to help schools and school districts implement programs.

At present, states use a variety of approaches to determine whether students with disabilities and those with limited English proficiency should participate in statewide testing. Forty-two states report that they provide testing accommodations for students with disabilities, such as Braille and large-print, audiotaped responses, the use of a word processor, or extra time. Twenty-seven of these states provide testing accommodations for limited English proficient students as well. Nine states report that they provide alternative tests to students with disabilities or limited proficiency in English.[47]

Public opinion polls show that most Americans support the idea that the same standards should apply to all children.

Many states have indicated that providing appropriate and reliable accommodations for limited English proficient and special needs students is an important challenge. Delaware, Maryland, Minnesota, Oregon, and Pennsylvania have received assessment development grants from the U.S. Department of Education to either develop or modify their new assessment systems for students with disabilities or limited English proficiency.[48]****

For example, Delaware's Inclusive Comprehensive Assessment System is designed to measure how well all students are meeting the state content standards in language arts, mathematics, social science, and science. Delaware has targeted its assessment development grant to design, develop, and evaluate mathematics assessments in Grades 3 and 8 and science assessments in Grades 5 and 10 for students with disabilities or limited English proficiency. Minnesota is using its grant to ensure that all students in the state can be assessed against its new set of rigorous graduation standards. Minnesota is also modifying its assessments so that students with disabilities or limited English proficiency can participate.[49]

**** In 1995, the U.S. Department of Education funded nine states and one multistate consortium to develop and field-test new forms of assessment aligned with state content standards.

The Goals Panel strongly encourages all states to take similar steps to ensure that they, too, are designing sound policies on standards and assessments that include all students. Whether states decide to allow students extra time to meet the standards, to administer alternative assessments, to test in students' native languages, or to provide other kinds of appropriate testing accommodations, it is extremely important that parents and the general public be involved in setting these kinds of policies. And it is absolutely critical that they be involved in setting any policies about "high-stakes" testing (that is, testing that has serious consequences for students who do not meet the standards, such as denial of grade promotion, a high school diploma, or college admission).

How have states and local communities effectively engaged parents, teachers, and the public in the development of standards and assessments?

A recent publication by the Education Commission of the States documented some of the common obstacles that states encountered and the lessons that they learned as they moved toward standards-based education systems. At the top of the list of recommendations was "involve the public in making decisions about standards."[50]

Public involvement has taken many forms across the country, from town meetings, to small focus groups, to the use of television and print media. The vast majority of states report that attempts were made throughout the different stages of the standards-development process to include teachers, school administrators, and representatives of the community, such as parents; representatives of business, industry, and labor; members of the legislature; and higher education faculty. In some states, combinations of individuals from these groups served directly on teams to write the standards. In other states, they served on review panels or advisory boards overseeing standards development.[51]

In a number of states, regional conferences and public hearings were held to review and discuss the draft standards. A strategy used in Colorado was to recruit community groups such as the League of Women Voters to host public meetings across the state to provide opportunities for citizens to discuss draft standards.[52]

How can parents participate in the development of standards and assessments?

1. Read the standards your school or community has drafted and encourage other parents to do so. Ask questions.
2. Attend community meetings and public forums.
3. Make sure that all voices are heard. Invite parents and other community members whose opinions you may not agree with.
4. Challenge assumptions about what we can expect from students.
5. Volunteer your services to "get the word out" (by distributing flyers, writing opinion pieces, printing documents, etc.).
6. Encourage your school or district to hold meetings to explain assessment methods and to take part in actually doing assessment tasks. Find out what work that meets the standards looks like.
7. Encourage your school or district to plan programs to help students meet high standards.

In addition to public hearings and conferences, states and local school districts have used a variety of formats to make information more widely available to the public. Arkansas has sought input on its standards via the Internet and public television conferences, and Ohio has solicited public comment through the Ohio Educational Computer Network. Wisconsin plans to make its standards available on CD-ROM.[53] Chicago, Los Angeles, and San Diego increased the level of public participation in the development of their standards by disseminating draft standards to residents in both English and Spanish.[54, 55, 56] And in Colorado, a cable television company helped gather public response by producing a half-hour special on the state's standards and proposed assessments.[57]

What can states and school districts learn from others who have successfully involved parents and the public in efforts to set higher standards?

There are many different approaches that states and communities can take to set their own standards. While no single model will work for everyone, states and local districts can save considerable time and money by learning from others who have already been through the standards-setting process. One example of a community that has successfully involved parents and the public in efforts to set higher standards is Beaufort County, South Carolina. Beaufort was one of the first school districts in the nation to organize around world-class academic standards. Beaufort's approach is based on three principles:

- rigorous academic standards;
- clear assessments for students and schools; and
- community action.

Beaufort began by asking citizens, "Where do we want our school system to be?", "Where are we now as a school system?", "What will it take to get us to where we want to be?", and "How will we know when we are there?" Beaufort used the following nine-step process to answer these questions and to create community support and approval for more challenging academic standards and assessments. Although the steps appear in linear fashion, many can be executed simultaneously or in quick succession.[58]

A nine-step process to create high-performance schools

Step 1. Build demand for standards and reform.

Step 2. Set high academic standards.

Step 3. Conduct an "education inventory" to identify the school system's strengths and weaknesses.

Step 4. Build community consensus.

Step 5. Reorganize for change.

Step 6. Develop new student assessments.

Step 7. Build staff capacity.

Step 8. Create an accountability system.

Step 9. Set checkpoints and make adjustments as needed.

Source: Doyle, D.P., & Pimental, S. (forthcoming). *Setting standards, meeting standards: Creating high performance schools.* Washington, DC: Author.

1. Build demand for standards and reform

One of the first lessons that Beaufort County learned was that in order to achieve change successfully, a community must be convinced that it is both necessary and desirable to have standards. Beaufort realized that building demand takes time, good will, and sound ideas. Beaufort held a series of town meetings to encourage open discussion and listen to what was on the public's mind. Holding the meetings in different places in the community and at different times helped maximize public participation, and acting on concerns quickly demonstrated genuine commitment to change.

2. Set high academic standards

Fortunately, the tremendous amount of work that has been done to date to set more challenging academic standards has resulted in a wealth of models and resources. States and local communities can and should borrow liberally from the standards developed by other states and districts, other countries, professional associations, and universities. However, one of the most important lessons learned by the Beaufort community was that it could not borrow another district's standards in their entirety and simply add its own school district's name to them. The standards had to be customized to reflect community consensus on what Beaufort children should know and be able to do, so that parents, teachers, and the general public would feel ownership for the standards and insist upon their implementation in the schools.

Graduation requirements must change to ensure that diplomas are awarded on the basis of hard work and mastery of required subject matter, not simply the number of hours spent in school.

Beaufort involved teachers, parents, and other members of the community from the beginning by recruiting representatives to serve on eight content-specific design teams. The design teams were composed of 19 members each: ten teachers, two parents, two community leaders, two business leaders, one school administrator, and two students. The teams met over a period of six months to draft standards in mathematics, language arts, natural sciences, social studies, foreign languages, the arts, health and wellness, and community service. The teams then presented the draft standards at community-wide meetings for public review and critique. States and districts that do not go through this kind of consensus-building process to create ownership may quickly find that their standards sit on the shelf, unused.

3. Conduct an "education inventory"

An education inventory answers the question, "How are we doing?" Beaufort identified the strengths and weaknesses of its system by analyzing a variety of student, school, and district data such as test scores, course-taking patterns, and student absenteeism and truancy. The purpose of conducting the education inventory was to take academic stock and to set the stage for informed policy formation.

4. Build community consensus

Community consensus comes from an honest exchange of ideas and opinions about what all students should know and how well they should know it. Beaufort began by displaying the district's student achievement for all to see, through a series of focus groups and public meetings. Citizen committees were then formed to build further support in the community for establishing world-class standards and a system that holds students and schools accountable for reaching them.

5. Reorganize for change

Setting higher expectations is a necessary, but not sufficient, step to increase student achievement. Beaufort realized that the school system itself must also reorganize in many ways. For example, curricula had to be redesigned to eliminate courses that required minimal student effort. Steps had to be taken to ensure that students had access to higher level courses that prepared them to meet the standards. Teachers had to be trained to teach the new knowledge and skills. And graduation requirements had to change to ensure that diplomas were awarded on the basis of hard work and mastery of required subject matter, not simply the number of hours spent in school.

6. Develop new student assessments

It is unlikely that the assessments currently used by a school district will be appropriate once the community has decided collectively what students should know and be able to do. New assessments will have to be created to measure student mastery of the essential knowledge and skills so that the standards and assessments are aligned. Communities cannot hold their schools accountable for helping all students achieve the standards if there is no way to determine what students have actually learned. Beaufort, for example, moved quickly to construct criterion-referenced tests tied directly to the new standards to give teachers, parents, and students precise information about which essential objectives a child had already mastered and which had yet to be mastered.

7. Build staff capacity

Building staff capacity simply means training new teachers and re-training experienced teachers. Teacher professional development should not be seen as an "add-on," but should be central to the process. Beaufort's approach to professional training is highly focused and incorporated into the school day. Commitment to building staff capacity continues to be demonstrated by including educators on committees to set standards and to create and review test items, and by designing appropriate training and development sessions. Other strategies are giving teachers time to observe one another's classrooms, critique lessons, and pick up pointers; giving teachers time to work with other teachers; and giving teachers time to plan and polish instruction.

8. Create an accountability system

Answering the questions, "How are we doing?" and "Where do we want to go?" are really just the first steps in creating an accountability system. Setting ambitious long-term goals that are specific, achievable, and results-oriented is a second step. An accountability system requires communities to measure and report student progress to the public regularly. As the Goals Panel recommends, districts should report assessment results in a manner that is clear and meaningful to all interested parties — from parents to employers to policymakers — and that communicates whether all students are meeting the standards.

9. Set checkpoints and make adjustments as needed

Finally, it is important to realize that not all change may be positive, and adjustments may be needed. Furthermore, not all positive accomplishments may be moving at a pace that is satisfactory to the community. By creating an accountability system and setting checkpoints (or desired goals within a specified period of time), communities can see how much progress they have made and can use their results for the continuous improvement of teaching and learning.

Districts should report assessment results in a manner that is clear and meaningful to all interested parties — from parents to employers to policymakers — and that communicates whether all students are meeting the standards.

Conclusions

The National Education Goals Panel remains convinced that the kinds of changes necessary to bring student performance in this nation up to world-class levels begin with standards and assessments. The data in the next two chapters show that although we have seen marked progress in some areas, we still have far to go before we can rest assured that U.S. students have acquired the necessary knowledge and skills that will enable them to compete in a global economy, obtain meaningful employment, succeed in college, be good citizens, and lead productive lives. Governors and business leaders have pledged to accelerate progress by setting higher standards and creating challenging assessments in all states within the next two years. With the support and involvement of parents, teachers, policymakers, and the public, these promises can be fulfilled and all students can learn at significantly higher levels. We owe it to our children to expect nothing less.

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Chapter 2: How Much Progress Has the Nation Made?

America's 1996 scorecard, which summarizes national progress on 25 core indicators, is presented on the following pages. Baseline measures of progress, which appear in the first column, were established as close as possible to 1990, the year that the National Education Goals were adopted. These serve as our starting points. For some of the indicators, such as student achievement in mathematics and reading, we hope to increase the baseline to 100% by the year 2000. For others, such as student drug use and alcohol use, we hope to decrease the baseline to 0%. The most recent measures of performance for each indicator appear in the second column.

The arrows in the third column show our overall progress on each indicator:

- ↑ Arrows which point upward indicate where we have made significant* progress.
- ↓ Arrows which point downward indicate where we have fallen further behind.
- ↔ Horizontal arrows indicate where we have seen no discernible change in our performance.

(No arrows are shown in cases where we do not yet have a second data point to determine whether performance has improved or declined since the baseline.)

Summaries of individual state progress on a similar set of core indicators are presented in Chapter 3, beginning on page 69. A more detailed guide to reading the information on the U.S. and state pages appears on page 70.

How Are We Doing?

National progress on the 25 core indicators is very similar to the progress that was characterized in the 1995 Goals Report. Since baselines were established, national performance has improved significantly in five areas:

National performance has improved in five areas and gotten worse in eight.

- The proportion of infants born with one or more health risks has decreased (Goal 1 indicator).
- More families are reading and telling stories to their children on a regular basis (Goal 1 indicator).
- Mathematics achievement has improved among students in Grades 4 and 8 (Goal 3 indicator).
- More students overall and more female students are receiving degrees in mathematics or science (Goal 5 indicator).
- Incidents of threats and injuries to students at school have declined (Goal 7 indicator).

* In this report, "significance" refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance.

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**			
1. **Children's Health Index:** Has the U.S. reduced the percentage of infants born with 1 or more health risks? (1990, 1994)	37%	34%	↑
2. **Immunizations:** Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994)	75%	—	
3. **Family-Child Reading and Storytelling:** Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993, 1996)	66%	72%	↑
4. **Preschool Participation:** Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1996)	28 points	29 points ns	↔
GOAL 2 **School Completion**			
5. **High School Completion:** Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1995)	86%	85% ns	↔
GOAL 3 **Student Achievement and Citizenship**			
6. **Reading Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992, 1994)			
• Grade 4	29%	30% ns	↔
• Grade 8	29%	30% ns	↔
• Grade 12	40%	36%	↓
7. **Writing Achievement:** Has the U.S. increased the percentage of students who can produce basic, extended, developed, or elaborated responses to narrative writing tasks? (1992)			
• Grade 4	55%	—	
• Grade 8	78%	—	
• Grade 12	—	—	
8. **Mathematics Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? (1990, 1992)▲			
• Grade 4	13%	18%	↑
• Grade 8	15%	21%	↑
• Grade 12	12%	15% ns	↔
9. **History Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
• Grade 4	17%	—	
• Grade 8	14%	—	
• Grade 12	11%	—	
10. **Geography Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? (1994)			
• Grade 4	22%	—	
• Grade 8	28%	—	
• Grade 12	27%	—	
GOAL 4 **Teacher Education and Professional Development**			
11. **Teacher Preparation:** Has the U.S. increased the percentage of secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)	66%	63%	↓
12. **Teacher Professional Development:** Has the U.S. increased the percentage of teachers reporting that they participated in various in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)	85%	—	
GOAL 5 **Mathematics and Science**			
13. **International Mathematics Achievement:** Has the U.S. improved its standing on international mathematics assessments of 13-year-olds? (1991)	U.S. is 6th out of 6 countries	—	

ata not available. See pages 64-65.
nterpret with caution. Change was
ot statistically significant.

▲ Mathematics data have been revised. See Appendix A.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix A for technical notes and sources.

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
14. International Science Achievement: Has the U.S. improved its standing on international science assessments of 13-year-olds? (1991)	U.S. is 6th out of 6 countries	—	
15. Mathematics and Science Degrees: Has the U.S. increased mathematics and science degrees as a percentage of all degrees awarded to: (1991, 1994)			
• all students?	39%	41%	↑
• minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	↔
• females?	35%	38%	↑
GOAL 6 Adult Literacy and Lifelong Learning			
16. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)	52%	—	
17. Participation in Adult Education: Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991, 1995)	27 points	32 points	↓
18. Participation in Higher Education: Has the U.S. reduced the gap between White and Black high school graduates who:			
• enroll in college? (1990, 1994)	14 points	12 points ns	↔
• complete a college degree? (1992, 1995)	16 points	15 points ns	↔
Has the U.S. reduced the gap between White and Hispanic high school graduates who:			
• enroll in college? (1990, 1994)	11 points	9 points ns	↔
• complete a college degree? (1992, 1995)	15 points	21 points	↓
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools			
19. Overall Student Drug and Alcohol Use: Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			
• using any illicit drug? (1991, 1995)	24%	36%	↓
• using alcohol? (1993, 1995)	63%	64% ns	↔
20. Sale of Drugs at School: Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1995)	18%	28%	↓
21. Student and Teacher Victimization: Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year?			
• 10th grade students (1991, 1995)	40%	35%	↑
• public school teachers (1991, 1994)	10%	15%	↓
22. Disruptions in Class by Students: Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?			
• 10th grade students (1992, 1995)	17%	17%	↔
• secondary school teachers (1991, 1994)	37%	46%	↓
GOAL 8 Parental Participation			
23. Schools' Reports of Parent Attendance at Parent-Teacher Conferences: Has the U.S. increased the percentage of K-8 public schools which reported that more than half of their parents attended parent-teacher conferences during the school year? (1996)	78%	—	
24. Schools' Reports of Parent Involvement in School Policy Decisions: Has the U.S. increased the percentage of K-8 public schools which reported that parent input is considered when making policy decisions in three or more areas? (1996)	41%	—	
25. Parents' Reports of Their Involvement in School Activities: Has the U.S. increased the percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities in their child's school during the current school year? (1993, 1996)	63%	62% ns	↔

— Data not available. See pages 64-65.
ns Interpret with caution. Change was not statistically significant.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix A for technical notes and sources.

In eight areas national performance has gotten worse:

- Reading achievement at Grade 12 has decreased (Goal 3 indicator).
- The percentage of secondary school teachers who hold a degree in their main teaching assignment has decreased (Goal 4 indicator).
- The gap in adult education participation has increased between adults with a high school diploma or less, and those who have additional postsecondary education (Goal 6 indicator).
- The gap in college completion rates between White and Hispanic students has increased (Goal 6 indicator).
- Student drug use has increased (Goal 7 indicator).
- Attempted sales of drugs at school have increased (Goal 7 indicator).
- Threats and injuries to public school teachers have increased (Goal 7 indicator).
- More teachers are reporting that disruptions in their classrooms interfere with their teaching (Goal 7 indicator).

In ten areas no significant changes in national performance have occurred. We have made no discernible progress toward:

- reducing the gap in preschool participation rates between high- and low-income families (Goal 1 indicator);
- improving the high school completion rate (Goal 2 indicator);
- increasing reading achievement at Grades 4 and 8 (Goal 3 indicator);
- increasing mathematics achievement at Grade 12 (Goal 3 indicator);
- increasing the percentage of minorities who receive degrees in mathematics or science (Goal 5 indicator);
- reducing the gap in college enrollment rates between White and minority students (Goal 6 indicator);
- reducing the gap in college completion rates between White and Black students (Goal 6 indicator);
- reducing the percentage of students who report using alcohol (Goal 7 indicator);
- reducing student reports of classroom disruptions that interfere with their learning (Goal 7 indicator); and
- increasing the percentage of parents who report being involved in activities in their child's school (Goal 8 indicator).

In ten areas no significant changes in national performance have occurred.

Strategic Plan for Data Collection

Since we do not have annual updates for all core indicators at the national level, and since we have data gaps at the state level, the Goals Panel earlier this year created a strategic plan for data collection which encompassed three areas:

- setting data priorities (at both the national and state levels);
- informing state officials of various actions that can be taken to help fill some of the data gaps; and
- exploring the possibility of reporting individual states' data in a separate publication.

Data Priorities

In Spring of 1996, the Goals Panel submitted a statement of priorities for data collection at the national and state levels to the National Center for Education Statistics. Higher priorities were to conduct:

- an additional national and state-level NAEP mathematics assessment;
- an additional state-level NAEP reading assessment; and
- a second national and state-level NAEP science assessment by the year 2000.

Medium and lower priorities included conducting the following surveys and assessments:

- a household survey to measure progress on the core indicators of family-child reading and storytelling, preschool participation, adult education participation, and parental involvement;
- a small-scale version of the National Adult Literacy Survey that would allow for state participation; and
- national NAEP assessments in economics and foreign languages.

The Goals Panel will continue to consult and work with the National Center for Education Statistics in order to improve the nation's and states' ability to monitor progress toward the Goals.

Recommended Actions

The Panel has always been committed to providing the nation and each state with the most recent information with which to monitor progress toward the Goals. In addition, the Panel has also attempted to provide the most complete "picture" of progress. In order to provide a more complete picture, especially at the state level, the Panel sent letters to all Governors and chief state school officers in the Spring of 1996. The letters asked policymakers for their participation in the following actions that can be taken by states to help fill in some of the data gaps:

- to comply with the uniform definition of "dropout" in the National Center for Education Statistics' Common Core of Data;
- to consider voluntarily participating in the National Assessment of Educational Progress; and
- to consider voluntarily participating in the Youth Risk Behavior Study conducted by the Centers for Disease Control and Prevention.

Reporting Individual State Data

The Goals Panel has held a long-standing conviction that high academic standards and assessments of their attainment are an integral part of reaching the Goals. In June of 1996, the Goals Panel released the *Profile of 1994-95 State Assessment Systems and Reported Results*. This report was a response to the Panel's desire to know what states are doing to assess their own students and how they are reporting results. The *Profile* provides a snapshot of state assessment systems during the 1994-95 school year, and describes selected reporting practices by presenting individual states' academic achievement data. In future years, the Goals Panel will continue to explore the possibility of reporting individual states' data in a single publication in areas where comparable state data are lacking, or where Goals Panel members indicate a specific priority.

In June of 1996, the Goals Panel released the "Profile of 1994-95 State Assessment Systems and Reported Results" to show what states are doing to assess their own students and how they are reporting results.

State Progress

Chapter 3 reports individual state progress on a similar set of core indicators. The reader may notice that for some states there is limited information on the 21 core indicators presented, which constrains the Panel's ability to provide full progress reports for those states. There are three main reasons why we have fewer state data than national data:

- States may choose not to participate in some data collections for reasons such as cost or the amount of time required for testing. For example, approximately 13 states participated in the National Adult Literacy Survey, which is the source of the data for the core indicator on adult literacy. Approximately 25 states participated in the Youth Risk Behavior Survey in 1995, which is the source of the state data for the core indicators on student drug and alcohol use, availability of drugs on school property, and student victimization.

- Some data collections do not give states the option of drawing a larger sample, which would allow the creation of representative state estimates. (An example is the National Household Education Survey, which produces national estimates for four of the core indicators: family-child reading and storytelling, preschool participation, participation in adult education, and parental involvement.) In order to be nationally representative, a survey or assessment must randomly sample individuals from across the United States. The sample will most likely include some individuals from each state. However, in order for the results of the survey or assessment to be representative of the particular state's population, the sample drawn in the individual state must be larger.

The Goals Panel will continue to work with states and encourage them to participate in available surveys, so that a more complete picture of progress can be obtained.

- Even though states do collect Goal-related information individually (for example, student science achievement using their own state assessment), the data are not comparable across states. It is especially important for the Goals Panel to report comparable data in the Goals Report, because non-comparable state data provide no guarantee that changes over time are not due to changes in sampling, wording of items, etc. What is needed is a common, reliable yardstick which will ensure that differences over time are due to real changes in performance.

The Goals Panel will continue to work with states and encourage them to participate in available surveys, so that a more complete picture of progress can be obtained.

Interpreting the Exhibits

The amount of accelerated progress that must be made if we expect to reach our targets is explicitly shown in 25 exhibits which follow. In order to interpret the graphs correctly, the reader should take note of the following:

1. For some of the core indicators, baselines could not be established until 1993 or 1994, either because data were not collected prior to that time, or because changes in survey questions or methodology yielded noncomparable data.

2. Most of the core indicators are not updated annually. Footnotes on each graph indicate when data will be collected again. (See also Tables 7 and 8 on pages 64-67 for data collection schedules at the national and state levels.)

3. Although this report includes the most recent data available, there is sometimes a lag of several years between the time that data are collected and the time that they are available for inclusion in the annual Goals Report. For example, the most recent birth certificate data available to construct the Children's Health Index for this 1996 Goals Report were collected in 1994.

4. On each of the bar graphs, a path from the baseline to the target is represented by a grey shaded area behind the bars. The grey shaded areas indicate where we should try to push our performance each year if we expect to reach the Goal by the end of the decade. Since progress is seldom perfectly linear, we should expect some ups and downs from year to year. What is most important is whether performance is moving in the right direction and whether it is within, or is at least approaching, the grey shaded area.

5. The graphs themselves should be interpreted with caution. Data are based on representative national surveys, and changes in performance could be attributable to sampling error. The reader should consult the highlight box next to each graph to determine whether the change is statistically significant and we are confident that real change has occurred. Further information on sampling can be found in the technical notes in Appendix A.

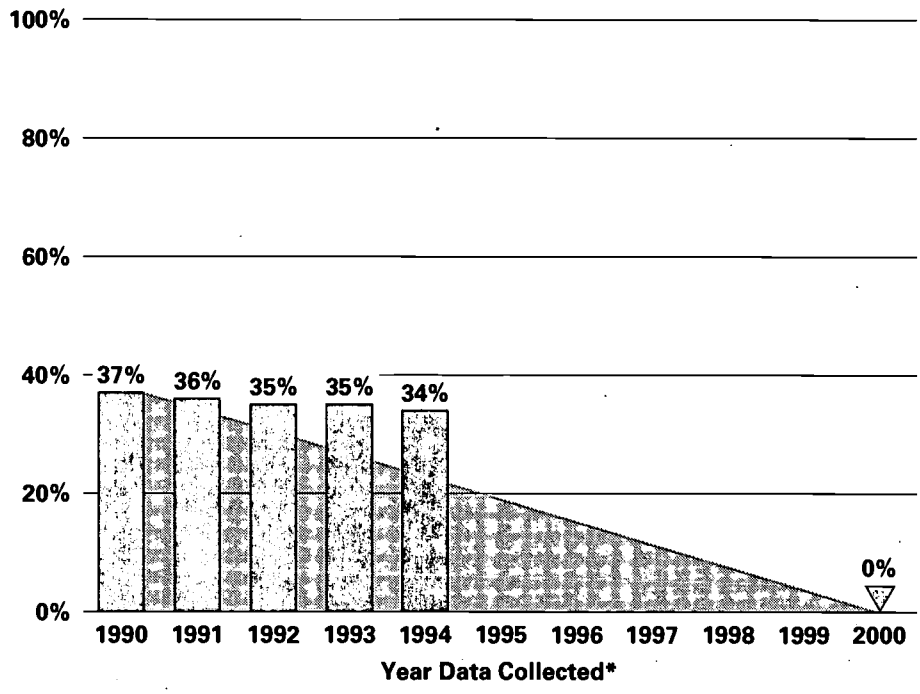
6. Finally, the achievement levels, as presented in Exhibits 6, 8, 9, and 10, represent a useful way of categorizing overall performance on the National Assessment of Educational Progress (NAEP). They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both the National Assessment Governing Board and the National Center for Education Statistics regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement level results with caution. Further information can be found in the technical notes in Appendix A.

The United States was successful in reducing the proportion of infants born with one or more health risks between 1990 and 1994, from 37% to 34%. This reduction represents a difference of at least 72,700 children who were born with a healthier start in life.

Exhibit 1

Children's Health Index

Percentage[1] of infants born in the United States with 1 or more health risks[2]



[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.

* Data for the Children's Health Index will be collected annually through the year 2000.

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

The United States was also successful in reducing disparities between White and minority infants born with one or more health risks. For example, in 1990, the gap between Black and White infants born with one or more health risks was 9 percentage points. In 1994, this disparity had decreased to 7 percentage points.

Table 1

Disparities (in percentage points) between White and minority infants born in the United States with 1 or more health risks

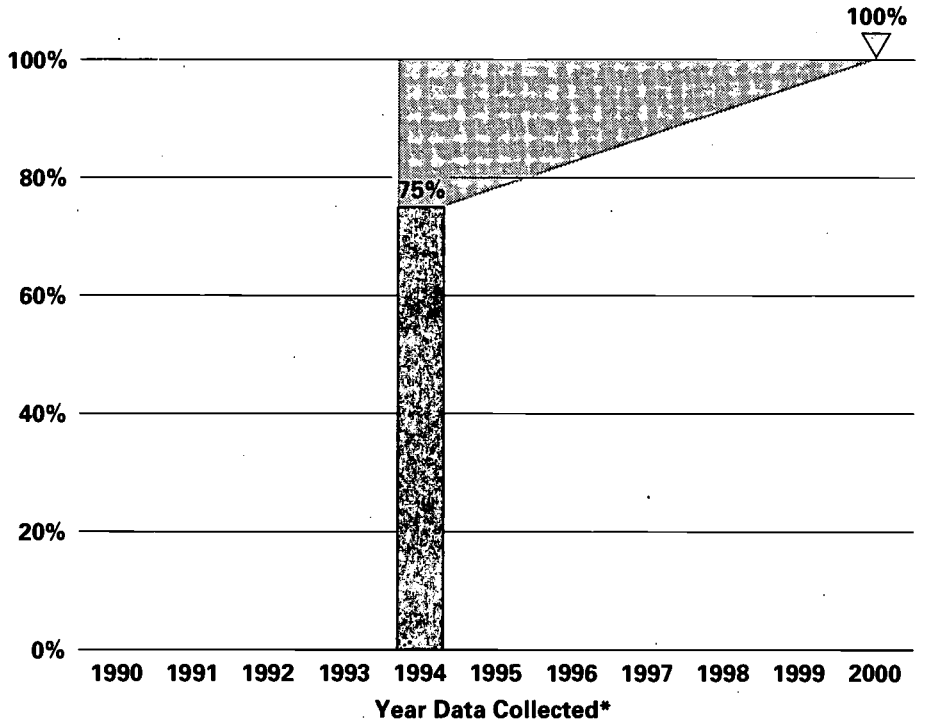
	1990	1994	Change
American Indian/ Alaskan Native	14	13	–1
Black	9	7	–2

This table updates information presented in the 1995 Goals Report.

Exhibit 2

Immunizations

Percentage of 2-year-olds[1] fully immunized against preventable childhood diseases[2]



Seventy-five percent of all 2-year-olds were fully immunized against preventable childhood diseases in 1994.

[1] Children 19 to 35 months of age.
[2] Four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles/mumps/rubella vaccine.

* Although data on immunizations were collected prior to 1994, the data collection method changed substantially for the 1994 data collection. Therefore, 1994 is established as the baseline year for immunizations. These data will be collected annually through the year 2000. Data for 1995 were not available in time for this report.

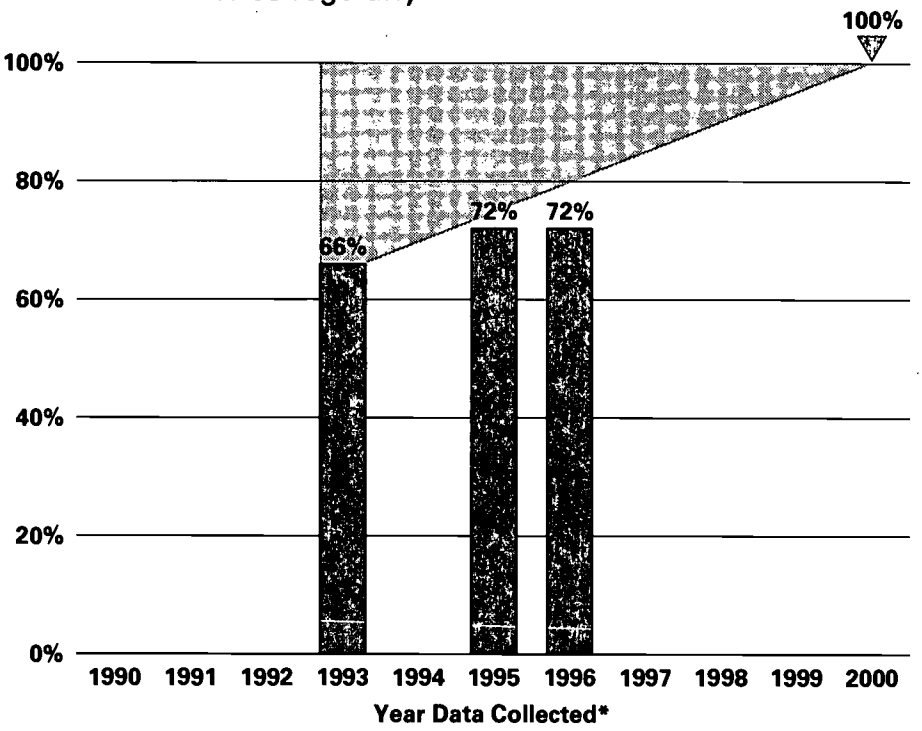
Source: Centers for Disease Control and Prevention
This exhibit repeats information presented in the 1995 Goals Report.

Exhibit 3

Family-Child Reading and Storytelling

Percentage of 3- to 5-year-olds[1] whose parents[2] read to them or tell them stories regularly[3]

Only two-thirds of preschoolers were read to or told stories regularly in 1993. By 1996, the proportion had increased to 72%.



[1] Excluding those enrolled in kindergarten.
[2] Parent or another family member.
[3] Response of "read to every day" or "told a story three or more times a week."

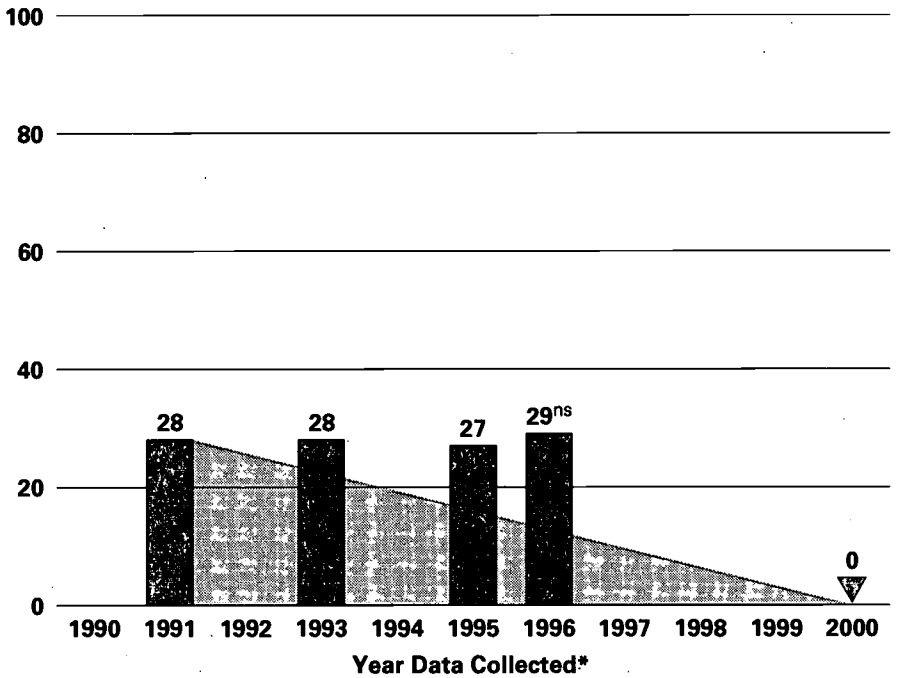
* Although data on family-child reading and storytelling were collected in 1991, the wording of the reading item changed substantially between the 1991 survey and the 1993 survey. Therefore, 1993 is established as the baseline year for family-child reading and storytelling. These data will be collected again in 1999.

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

Exhibit 4

Preschool Participation

Disparity (in percentage points) in preschool[1] participation rates between 3- to 5-year-olds[2] from high-income[3] families and 3- to 5-year-olds from low-income[4] families



In 1991, 45% of 3- to 5-year-olds from low-income families were enrolled in preschool programs, compared to 73% of those from high-income families. The 28-percentage-point difference in participation rates had not improved by 1996.

1 Includes nursery schools, prekindergarten programs, preschools, daycare centers, and Head Start.
2 Excluding those enrolled in kindergarten.
3 High income is defined as family income of $50,000 or more.
4 Low income is defined as family income of $10,000 or less.
ns Interpret with caution. Change from the baseline was not statistically significant.

* Data on preschool participation will be collected again in 1999.

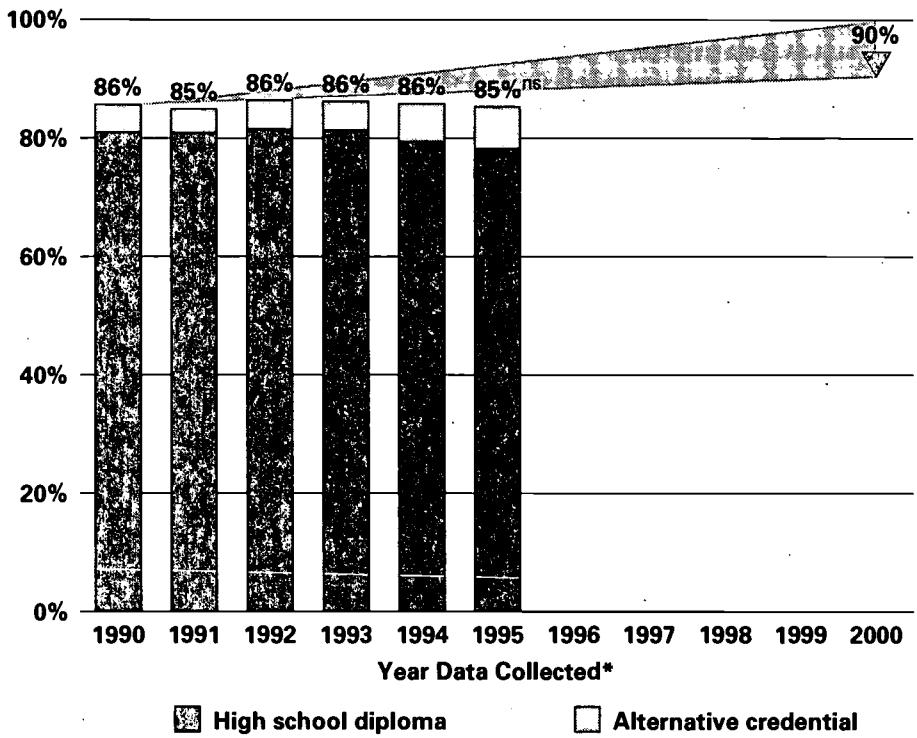
Source: National Center for Education Statistics and Westat, Inc.
This exhibit updates information presented in the 1995 Goals Report.

In 1990, 86% of 18- to 24-year-olds had completed a high school credential. By 1995, the overall completion rate had not increased.

Exhibit 5

High School Completion

Percentage of 18- to 24-year-olds[1] with a high school credential[2]



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

* These data will be collected annually through the year 2000.

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

Disparities in high school completion rates between White and minority young adults did not improve between 1990 and 1995. For example, in 1990, the gap between Hispanic and White 18- to 24-year-olds who had a high school credential was 31 percentage points. Five years later the gap had not decreased.

Table 2

Disparities (in percentage points) between White and minority 18- to 24-year-olds who completed a high school diploma or an alternative credential

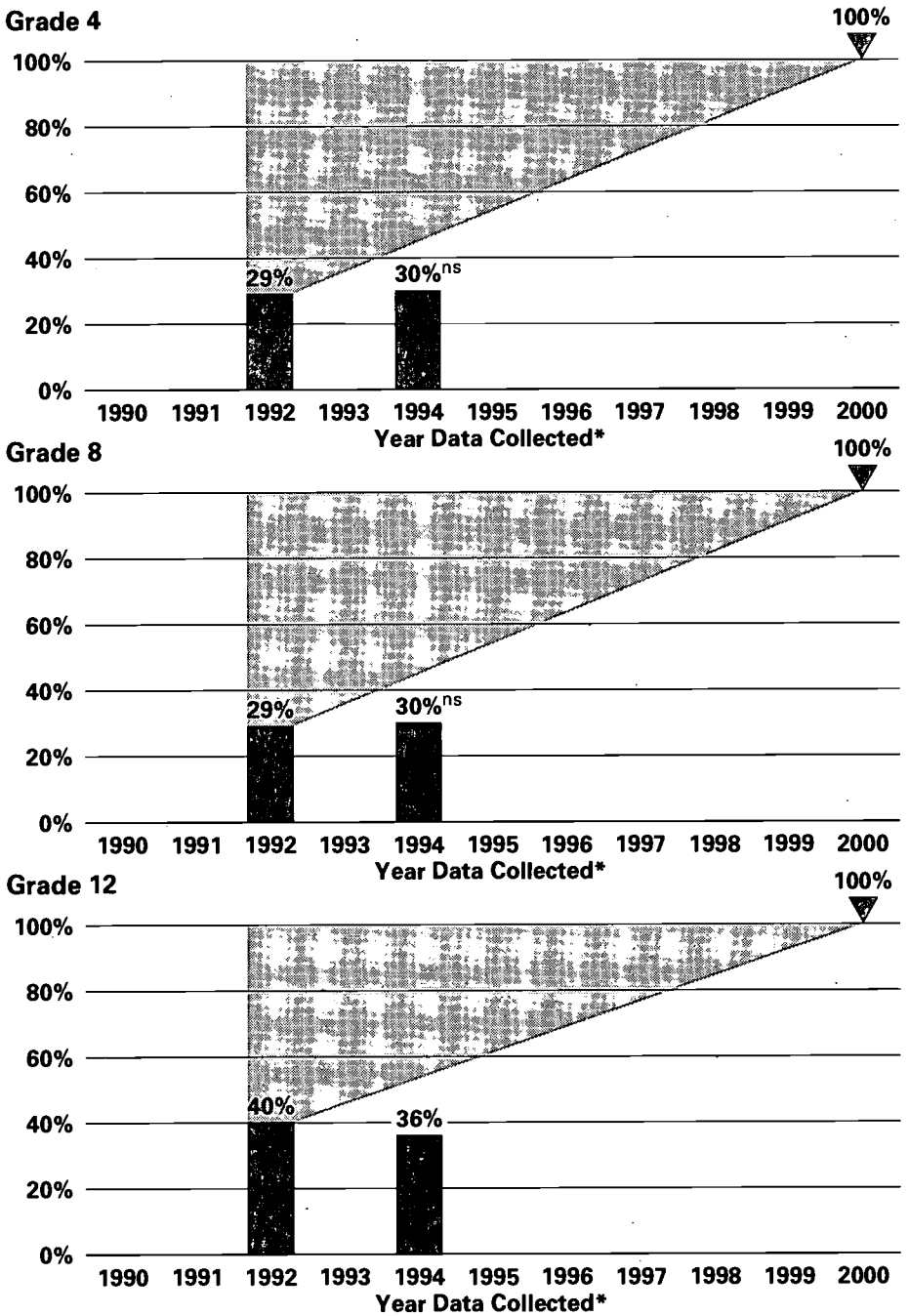
	1990	1995	Change
Black	6	5	-1 [ns]
Hispanic	31	27	-4 [ns]

[ns] Interpret with caution. Change from the baseline was not statistically significant.
This table updates information presented in the 1995 Goals Report.

Exhibit 6

Reading Achievement

Percentage of students who met the Goals Panel's performance standard[1] in reading



In 1992, approximately one-fourth of 4th and 8th graders and more than one-third of 12th graders met the Goals Panel's performance standard in reading. Reading achievement remained unchanged among 4th and 8th graders, and decreased significantly among 12th graders by 1994.

Grade 4 ◄►
Grade 8 ◄►
Grade 12 ▼

[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.

ns Interpret with caution. Change from the baseline was not statistically significant.

* Student achievement levels in reading were not established until 1992. Data on reading achievement will be collected again in 1998.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1995 Goals Report.

Table 3

GRADE 4 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	17	19	+2 [ns]
Black	27	28	+1 [ns]
Hispanic	19	24	+5 [ns]

Disparities (in percentage points) between males and females

	1992	1994	Change
Females > males	7	8	+1 [ns]

GRADE 8 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

Disparities in reading performance between White and minority students did not improve between 1992 and 1994. For example, in 1992, the disparity between American Indian/Alaskan Native and White 4th graders who met the standard in reading was 17 percentage points. The gap had not decreased by 1994.

	1992	1994	Change
American Indian/Alaskan Native	16	16	0
Black	27	27	0
Hispanic	22	22	0

Disparities (in percentage points) between males and females

	1992	1994	Change
Females > males	12	13	+1 [ns]

GRADE 12 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	— [1]	23 [2]	—
Black	29	30	+1 [ns]
Hispanic	23	23	0

Disparities (in percentage points) between males and females

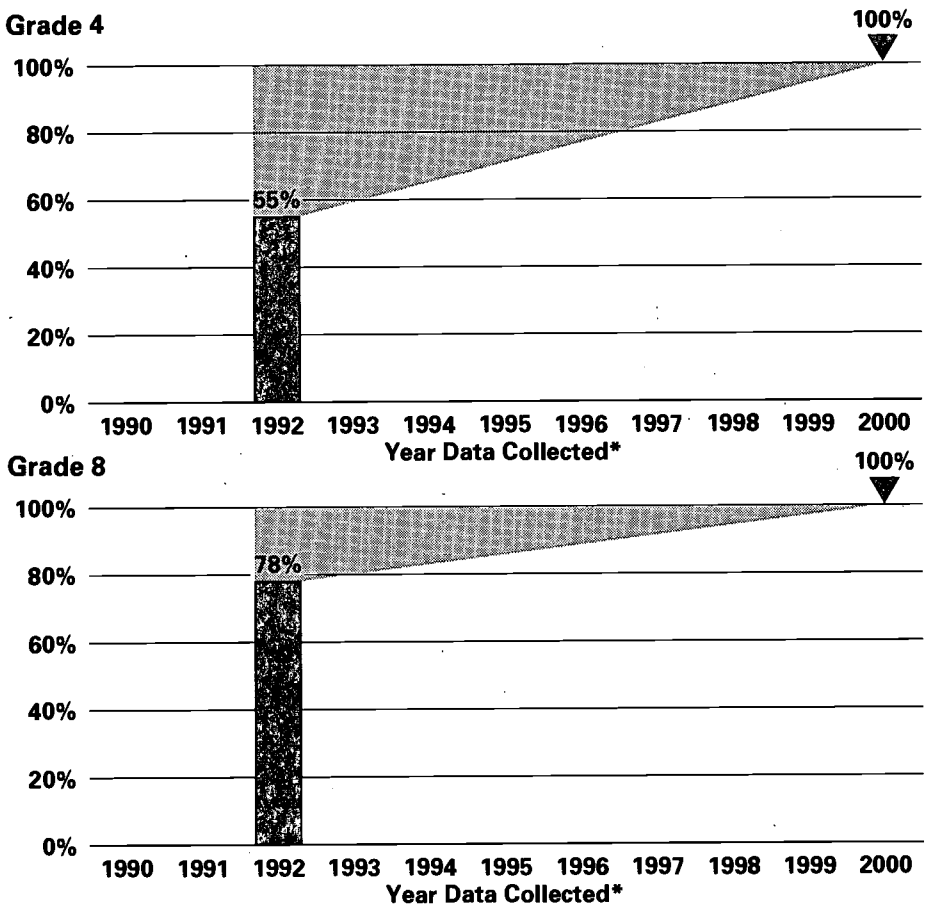
	1992	1994	Change
Females > males	12	14	+2 [ns]

[ns] Interpret with caution. Change from the baseline was not statistically significant.
[1] Sample size is insufficient to permit a reliable estimate.
[2] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.
This table repeats information presented in the 1995 Goals Report.

Exhibit 7

Writing Achievement

Percentage of students who can produce basic, extended, developed, or elaborated responses[1] to narrative writing tasks



In 1992, over half of 4th graders and over three-fourths of 8th graders could produce basic, extended, developed, or elaborated responses to narrative writing tasks.

[1] A more complete description of the six-level scale used to evaluate student writing can be found in Appendix A.

* Student achievement levels in writing have not been established. This information is from the NAEP Writing Portfolio Study, and there are no current plans to conduct another study again before the year 2000.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1995 Goals Report.

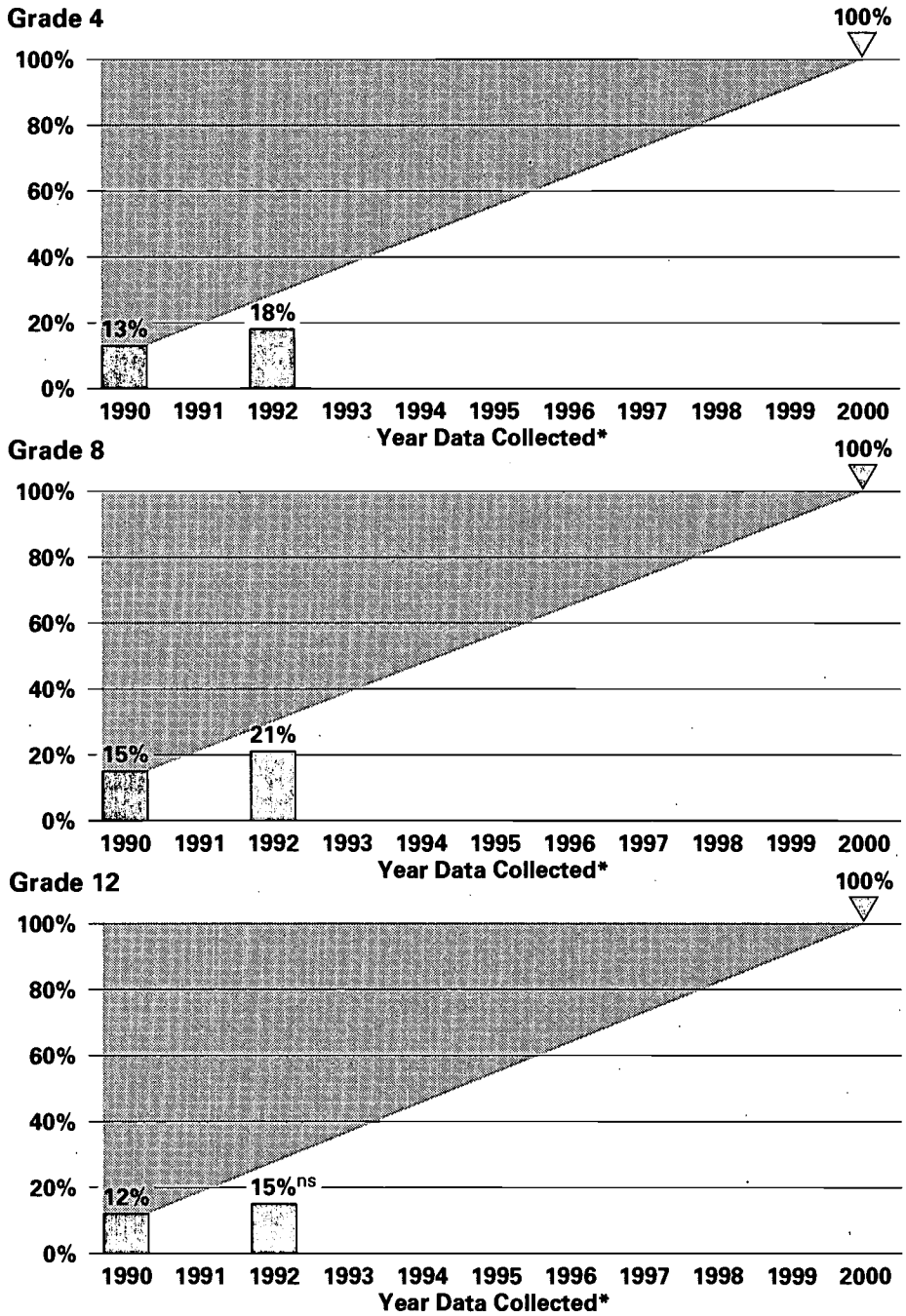
Exhibit 8

Mathematics Achievement

Percentage of students who met the Goals Panel's performance standard[1] in mathematics[2]

In 1990, only one out of every seven students in Grade 8, and only one out of every eight students in Grades 4 and 12, had met the Goals Panel's performance standard in mathematics. Mathematics achievement increased significantly in 1992 among 4th and 8th graders, but not among 12th graders.

Grade 4
Grade 8
Grade 12



[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] Mathematics data were revised. See Appendix A.

ns Interpret with caution. Change from the baseline was not statistically significant.

* Data on mathematics achievement were collected again in 1996 and will be reported in 1997.

Source: National Center for Education Statistics
This exhibit modifies information presented in the 1995 Goals Report.

Table 4

GRADE 4 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics[1]

	1990	1992	Change
American Indian/Alaskan Native	12	13	+1 [ns]
Black	15	20	+5
Hispanic	12	17	+5

Disparities (in percentage points) between males and females

	1990	1992	Change
Females < males	1	3	+2 [ns]

GRADE 8 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics

	1990	1992	Change
American Indian/Alaskan Native	13	20	+7 [ns]
Black	14	24	+10
Hispanic	14	20	+6

Disparities (in percentage points) between males and females

	1990	1992	Change
Females < males	3	1	-2 [ns]

Between 1990 and 1992, the gaps in mathematics performance widened between Hispanic and White students and between Black and White students in Grades 4 and 8. For example, in 1990, the gap between Black and White 8th graders who met the standard in mathematics was 14 percentage points. The gap had widened to a 24-percentage-point difference by 1992.

GRADE 12 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics

	1990	1992	Change
American Indian/Alaskan Native	— [2]	— [2]	—
Black	13	15	+2 [ns]
Hispanic	10	12	+2 [ns]

Disparities (in percentage points) between males and females

	1990	1992	Change
Females < males	6	4	-2 [ns]

[1] Mathematics data were revised. See Appendix A.

[ns] Interpret with caution. Change from the baseline was not statistically significant.

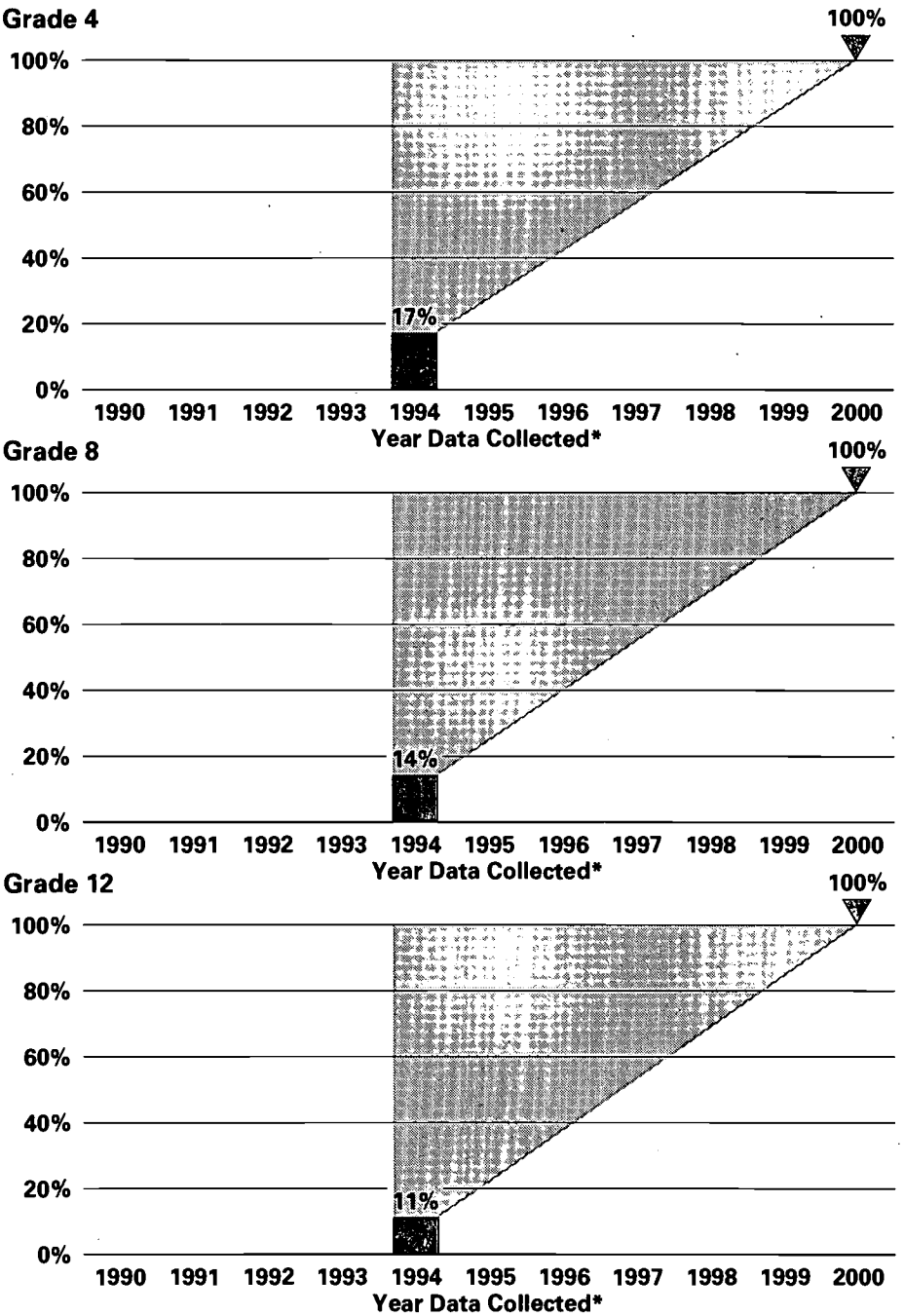
[2] Sample size is insufficient to permit a reliable estimate.

s table modifies information presented in the 1995 Goals Report.

Exhibit 9

History Achievement

Percentage of students who met the Goals Panel's performance standard[1] in U.S. history



In 1994, approximately one in six 4th graders, one in seven 8th graders, and only one out of every ten 12th graders met the Goals Panel's performance standard in U.S. history.

[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.

* Student achievement levels in U.S. history were not established until 1994. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1995 Goals Report.

Table 5

GRADE 4 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native	13
Black	18
Hispanic	16

Disparities (in percentage points) between males and females

	1994
Females < males	2

GRADE 8 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native[1]	12
Black	13
Hispanic	12

Disparities (in percentage points) between males and females

	1994
Females < males	2

In 1994, the proportions of White and minority students who met the Goals Panel's performance standard in U.S. history differed by 8 to 18 percentage points. For example, the difference between the percentages of White and American Indian/ Alaskan Native 4th graders who met the standard in history was 13 percentage points. Achievement gaps between White and minority students were increasingly smaller in higher grades.

GRADE 12 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native[1]	8
Black	11
Hispanic	9

Disparities (in percentage points) between males and females

	1994
Females < males	3

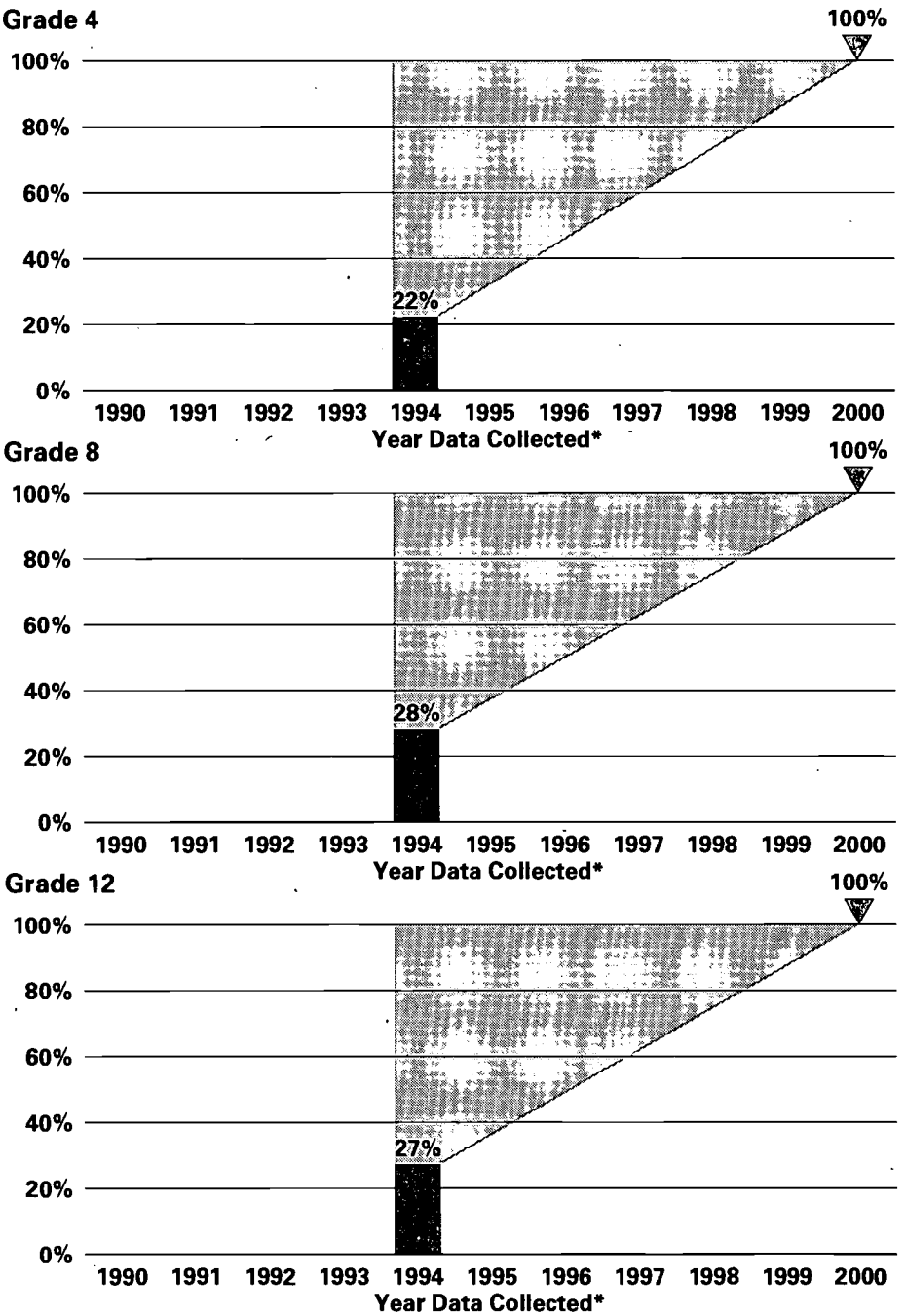
[1] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.
is table repeats information presented in the 1995 Goals Report.

Exhibit 10

Geography Achievement

Percentage of students who met the Goals Panel's performance standard[1] in geography

In 1994, approximately one in four 4th, 8th, and 12th graders 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.

* Student achievement levels in geography were not established until 1994. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1995 Goals Report.

Table 6

GRADE 4 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native	20
Black	26
Hispanic	19

Disparities (in percentage points) between males and females

	1994
Females < males	7

GRADE 8 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native[1]	21
Black	31
Hispanic	26

Disparities (in percentage points) between males and females

	1994
Females < males	5

In 1994, the proportions of White and minority students who met the Goals Panel's performance standard in geography differed by 19 to 31 percentage points. For example, the difference between the percentages of Black and White 4th graders who met the standard in geography was 26 points.

GRADE 12 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native	—[2]
Black	28
Hispanic	23

Disparities (in percentage points) between males and females

	1994
Females < males	10

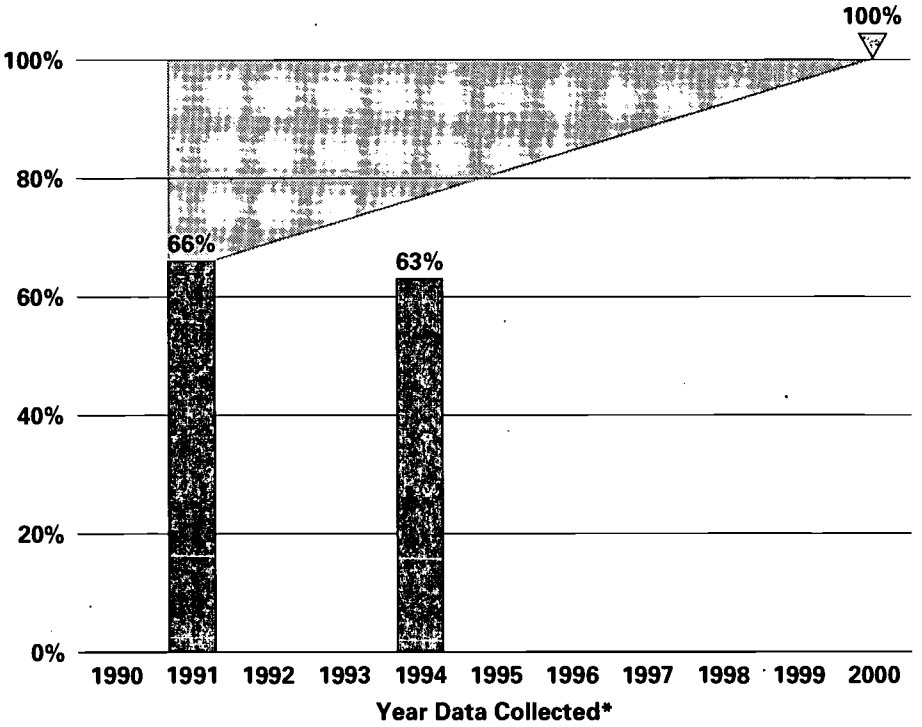
[1] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.
[2] Sample size is insufficient to permit a reliable estimate.
This table repeats information presented in the 1995 Goals Report.

In 1991, 66% of secondary school teachers held an undergraduate or graduate degree in their main teaching assignment. By 1994, this percentage had decreased to 63%.

Exhibit 11

Teacher Preparation

Percentage of secondary school teachers[1] who hold an undergraduate or graduate degree[2] in their main teaching assignment



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

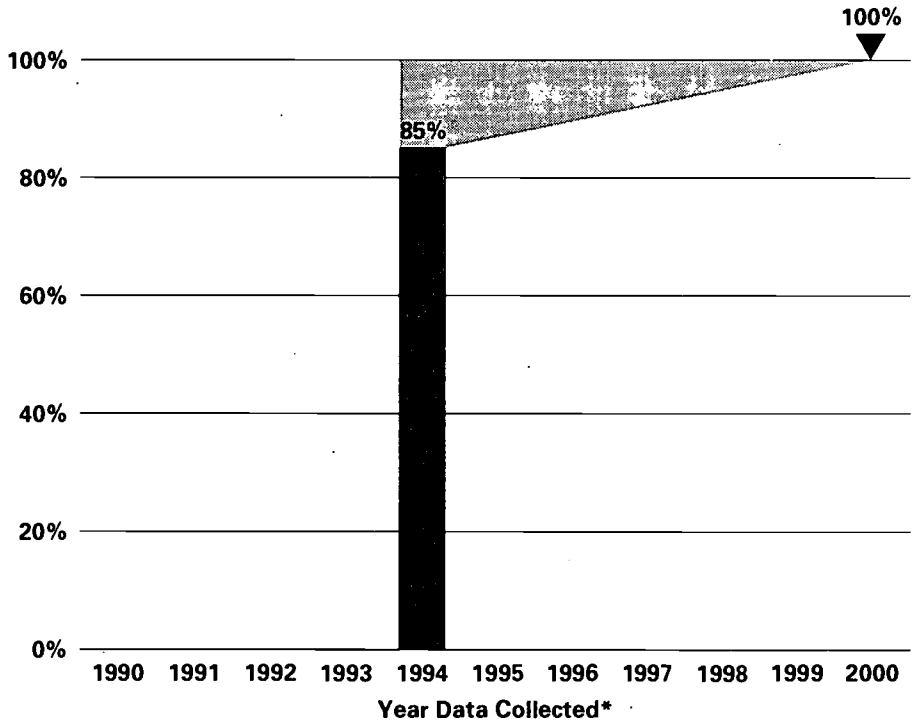
* Data on teacher preparation will be collected again in 1999.

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

Exhibit 12

Teacher Professional Development

Percentage of teachers who reported that they participated in various in-service or professional development programs on 1 or more topics[1] since the end of the previous school year



In 1994, 85% of teachers reported that they participated in various in-service or professional development programs on one or more topics, such as uses of educational technology, methods of teaching subject field, in-depth study in subject field, or student assessment.

[1] Professional development topics included uses of educational technology, methods of teaching subject field, in-depth study in subject field, or student assessment.

* Data on teacher professional development will be collected again in 1999.

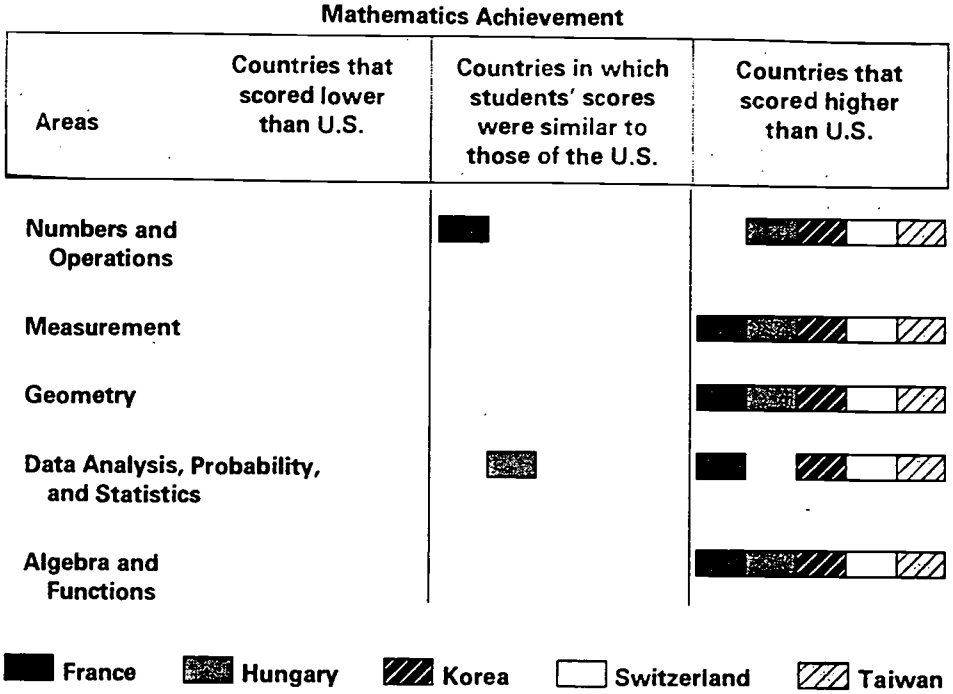
Source: National Center for Education Statistics and Westat, Inc.
This exhibit repeats information presented in the 1995 Goals Report.

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

Exhibit 13

International Mathematics Achievement

Number of countries in which 13-year-olds outperformed U.S. students in one or more areas of mathematics on an international assessment, 1991*



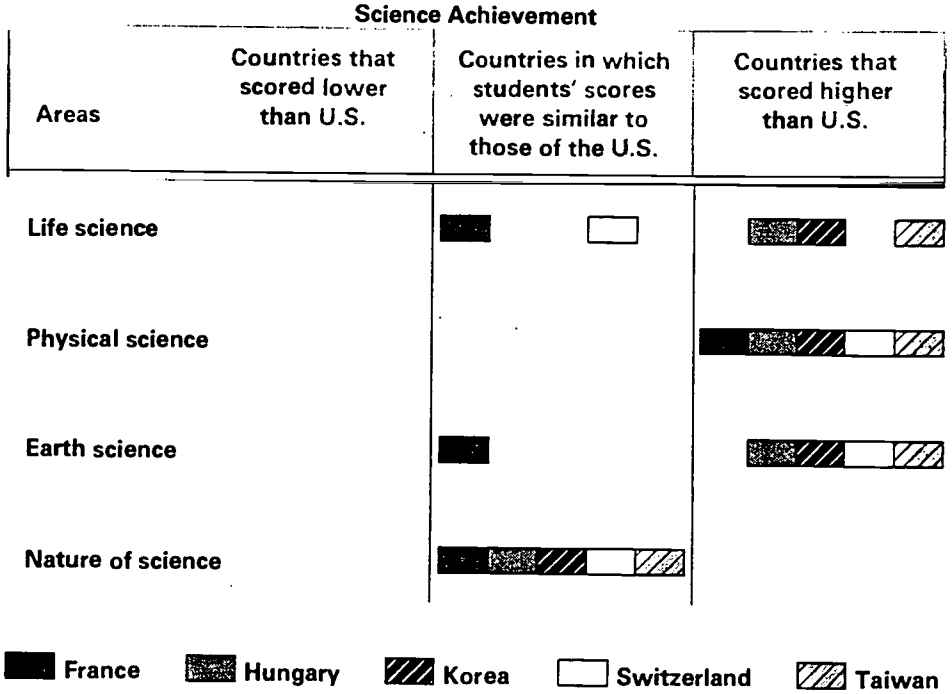
* International mathematics achievement data were collected again in 1995. Data will be available for nearly 40 countries and will be included in future Goals Reports.

Source: Educational Testing Service
This exhibit repeats information presented in the 1995 Goals Report.

Exhibit 14

International Science Achievement

Number of countries in which 13-year-olds outperformed U.S. students in one or more areas of science on an international assessment, 1991*



In 1991, American 13-year-olds were outperformed by students in Hungary, Korea, and Taiwan in three out of four areas tested on an international science assessment.

* International science achievement data were collected again in 1995. Data will be available for nearly 40 countries and will be included in future Goals Reports.

Source: Educational Testing Service
This exhibit repeats information presented in the 1995 Goals Report.

Exhibit 15

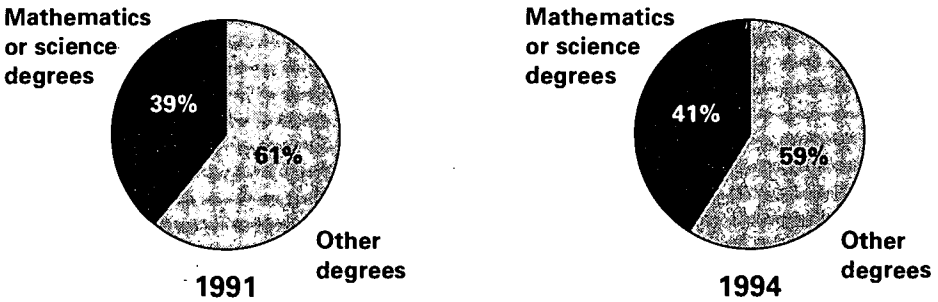
Mathematics and Science Degrees

Mathematics and science Bachelor's degrees* as a percentage of all degrees awarded to all students, minorities,[1] and females

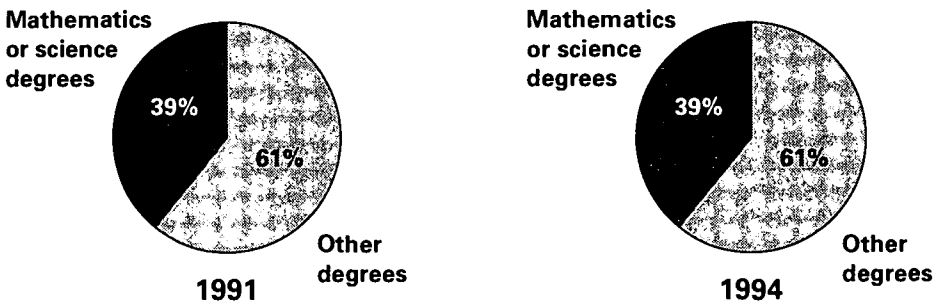
In 1991, 39% of all Bachelor's degrees were earned in mathematics or science, compared to 39% of degrees earned by minorities and 35% of degrees earned by women. By 1994, the percentages of mathematics and science degrees had increased among all students and among women, but remained unchanged among minorities.

All
Minority
Female

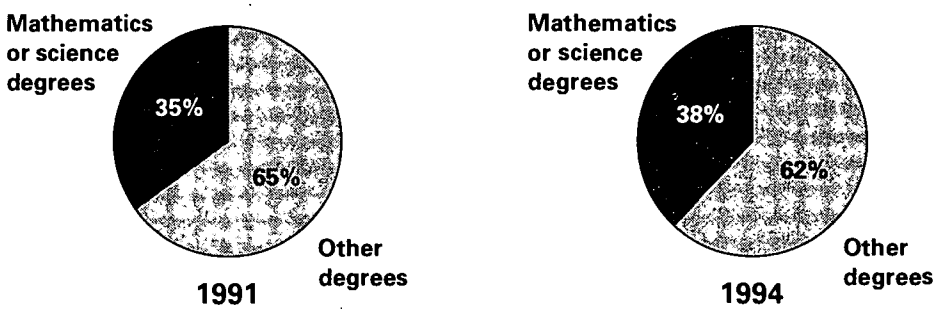
All students



Minority students



Female students



[1] Includes Blacks, Hispanics, and American Indians/Alaskan Natives.

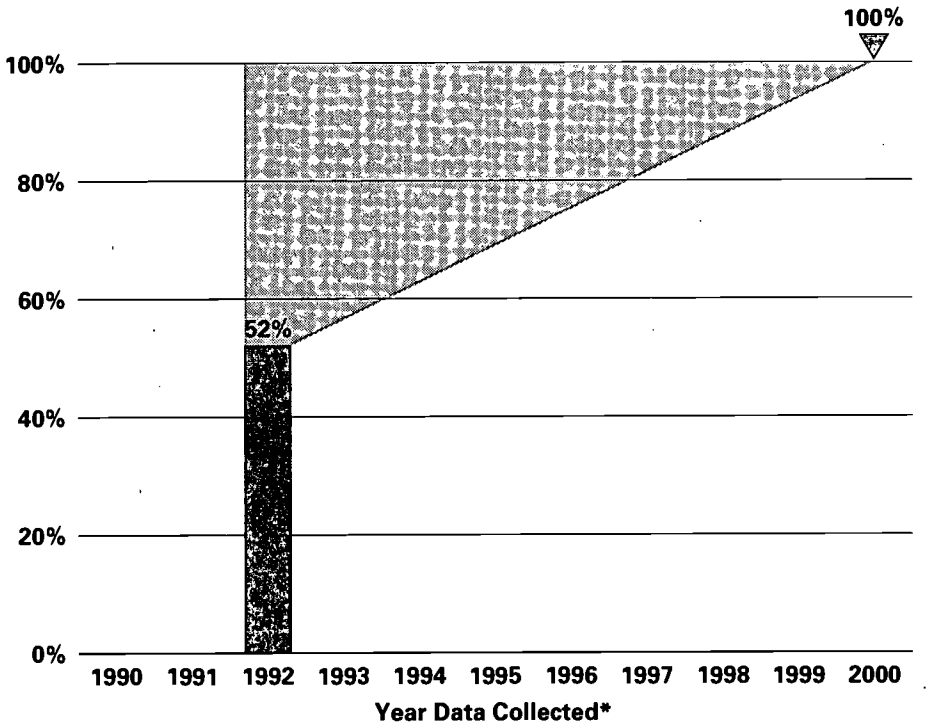
* These data will be collected annually through the year 2000.

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

Exhibit 16

Adult Literacy

Percentage of adults aged 16 and older who scored at or above Level 3[1] in prose literacy[2] on the National Adult Literacy Survey



[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. Quantitative and document literacy tasks were also assessed.

* Data on adult literacy were not available prior to 1992. There are no current plans to collect these data again before the year 2000.

Nearly half of all American adults read and write at the two lowest of five levels of English proficiency; 52% scored at or above Level 3. Although adults who score below Level 3 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.

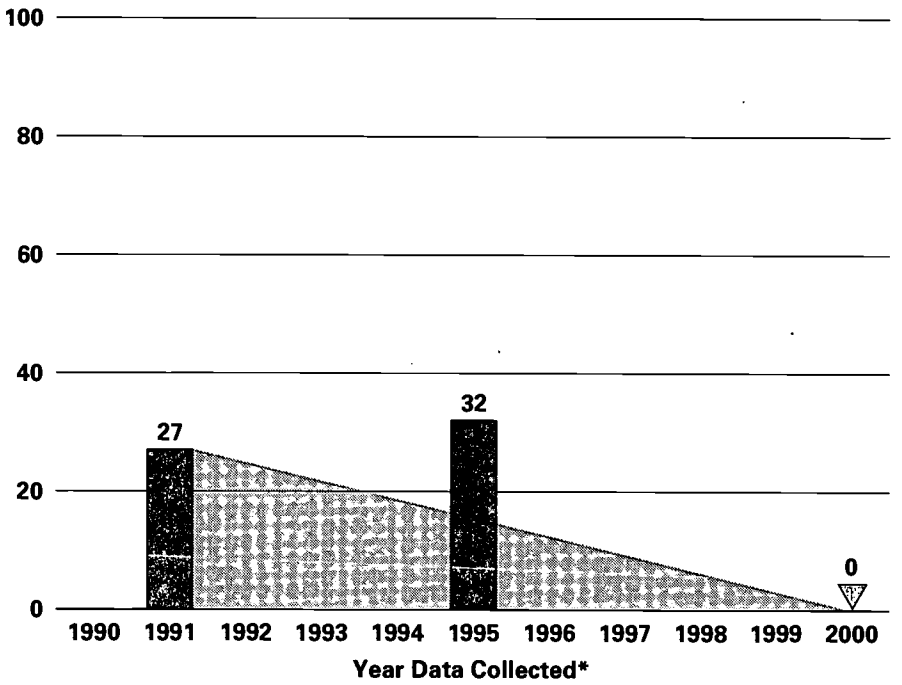
Source: National Center for Education Statistics
This exhibit repeats information presented in the 1995 Goals Report.

Exhibit 17

Participation in Adult Education

Disparity (in percentage points) between adults[1] aged 17 and older who have a high school diploma or less, and those who have additional postsecondary education or technical training

In 1991, the gap in adult education participation rates between adults who had a high school diploma or less and those with additional postsecondary education or technical training was 27 percentage points. In 1995, the gap had increased to 32 percentage points.



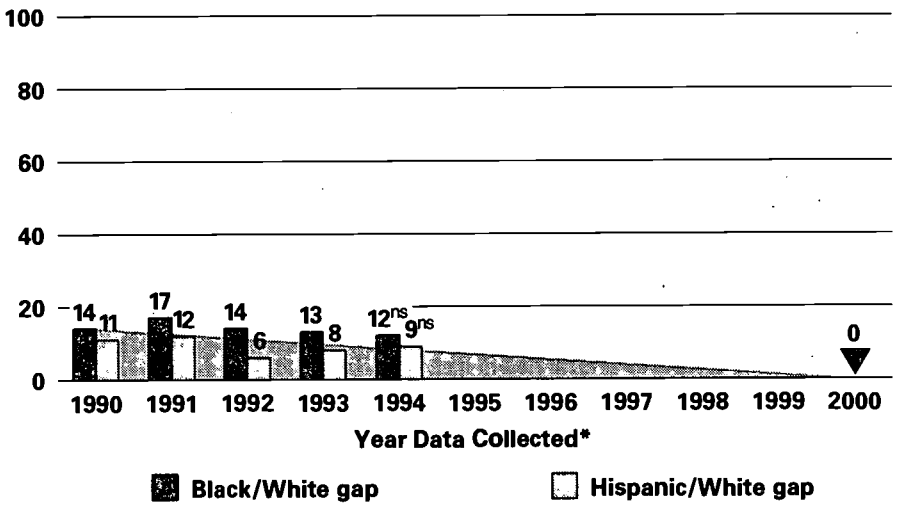
[1] Excluding those participating in full-time educational programs exclusively.

* Data on participation in adult education will be collected again in 1999.

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

Exhibit 18
Participation in Higher Education

College Enrollment
Disparities[1] (in percentage points) in college entrance rates between White and minority high school graduates who enroll in two- or four-year colleges[2] immediately after graduation



[1] Based on three-year averages (1989-91 for 1990; 1990-92 for 1991; 1991-93 for 1992; 1992-94 for 1993; and 1993-95 for 1994).
[2] Includes junior colleges, community colleges, and universities.
ns Interpret with caution. Change from the baseline was not statistically significant.

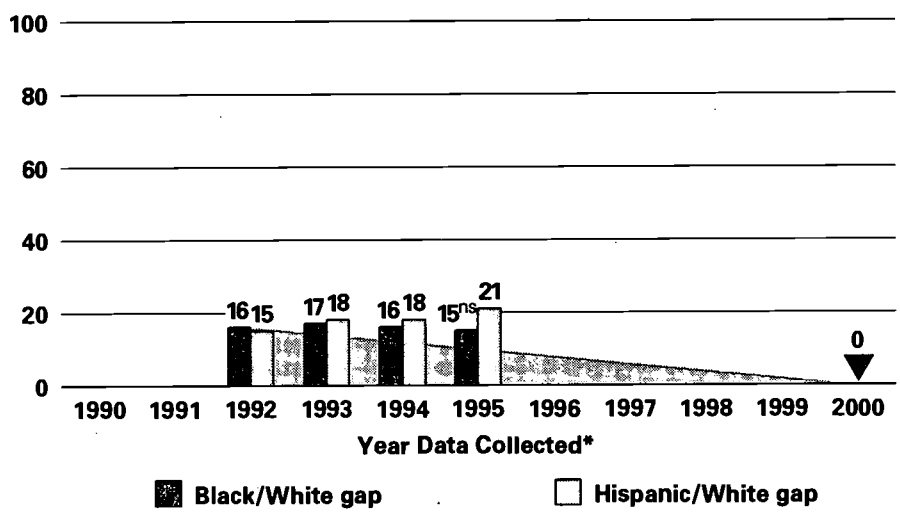
* Data on college enrollment will be collected annually through the year 2000.

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

Disparities in college enrollment between White and minority students did not improve between 1990 and 1994. For example, in 1990, the disparity between the proportions of Black and White students who enrolled in college immediately after high school graduation was 14 percentage points. The gap had not decreased four years later.

Black ↔
Hispanic ↔

College Completion
Disparities (in percentage points) in college completion rates[1] between White and minority high school graduates aged 25-29



[1] Includes Associate's degrees, Bachelor's degrees, and graduate/professional degrees.
ns Interpret with caution. Change from the baseline was not statistically significant.

* The wording of the item for college completion changed substantially between the 1991 survey and the 1992 survey; therefore, 1992 is established as the baseline year for college completion. These data will be collected annually through the year 2000.

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

Disparities in college completion between White and Black students did not improve between 1992 and 1995, and worsened between White and Hispanic students. For example, in 1992, the gap between the proportions of Hispanic and White high school graduates who completed a college degree was 15 percentage points. This gap had grown to 21 percentage points by 1995.

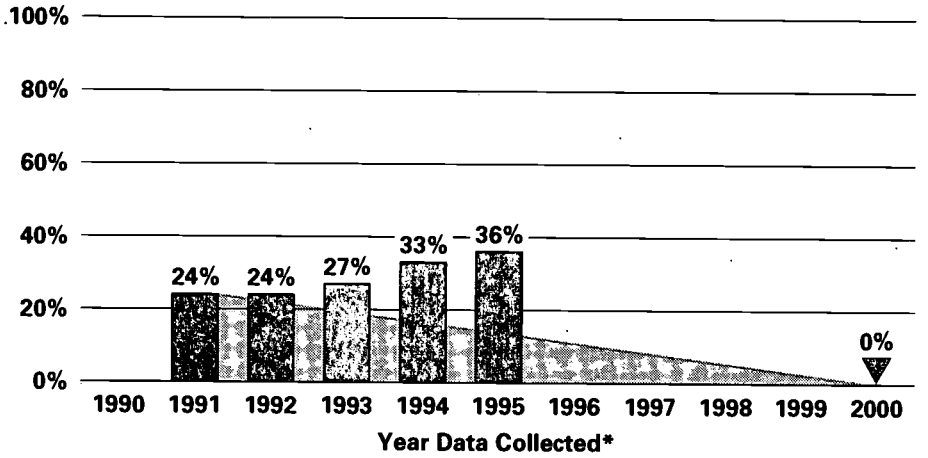
Black ↔
Hispanic ↓

Exhibit 19
Overall Student Drug and Alcohol Use

Between 1991 and 1995, the percentage of 10th graders who reported that they had used an illicit drug during the previous year increased significantly, from 24% to 36%.

Drugs

Percentage of 10th graders who reported using any illicit drug[1] during the previous year



[1] See Appendix A for complete description.

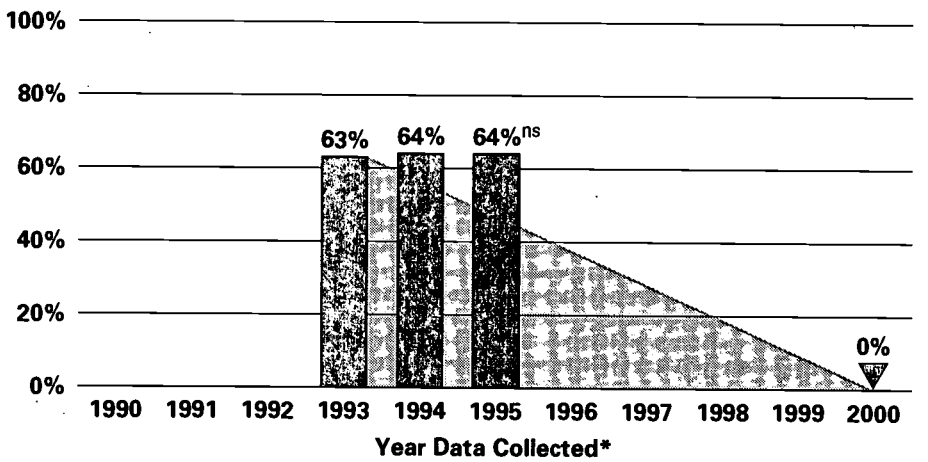
* Data on overall drug use by 10th graders will be collected annually through the year 2000.

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

Between 1993 and 1995, there was no change in the percentage of 10th graders who reported that they had used alcohol during the previous year.

Alcohol

Percentage of 10th graders who reported using alcohol during the previous year



ns Interpret with caution. Change from the baseline was not statistically significant.

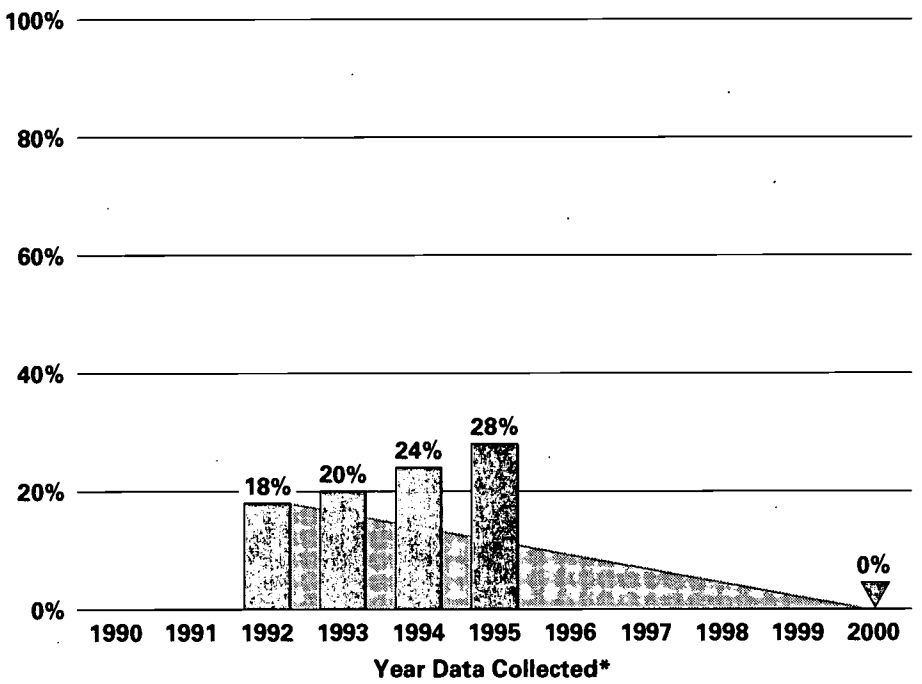
* Although data on student alcohol use were collected in 1991 and 1992, the wording of the item changed substantially between the 1992 survey and the 1993 survey. Therefore, 1993 is established as the baseline year. Data on overall alcohol use by 10th graders will be collected annually through the year 2000.

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

Exhibit 20

Sale of Drugs at School

Percentage of 10th graders who reported that someone offered to sell or give them an illegal drug at school[1] during the previous year



Attempted drug sales at school increased significantly between 1992 and 1995, according to student reports.

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

* Information on the sale of drugs at school was not asked of 10th graders prior to 1992. These data will be collected annually through the year 2000.

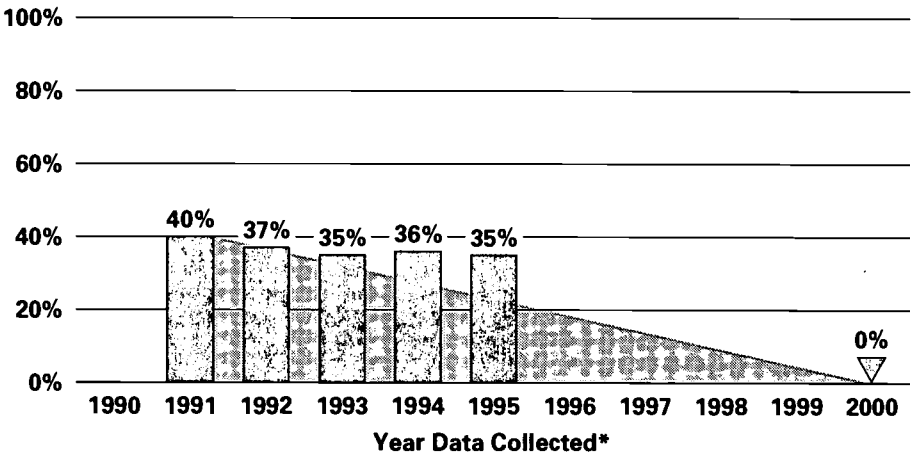
Source: University of Michigan
This exhibit updates information presented in the 1995 Goals Report.

Exhibit 21
Student and Teacher Victimization

In 1991, four out of ten 10th graders reported that they had been threatened or injured at school during the previous year. By 1995, the percentage had been significantly reduced.

Students

Percentage of 10th graders who reported that they were threatened or injured[1] at school during the previous year



[1] With or without a weapon.

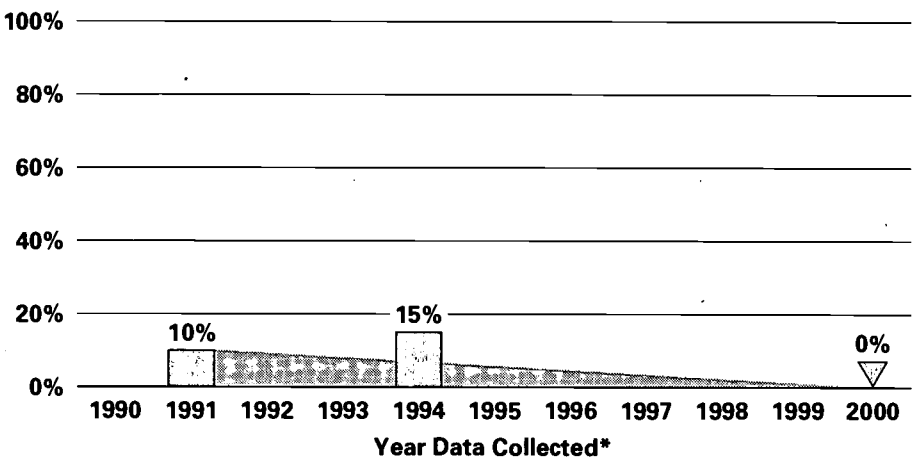
* Data on student victimization will be collected annually through the year 2000.

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

One out of every ten public school teachers reported in 1991 that he or she had been threatened or physically attacked by a student from his or her school during the previous year. By 1994, that proportion had increased to about one out of every seven.

Teachers

Percentage of public school teachers who reported that they were threatened with physical injury or physically attacked by a student from their school during the previous 12 months

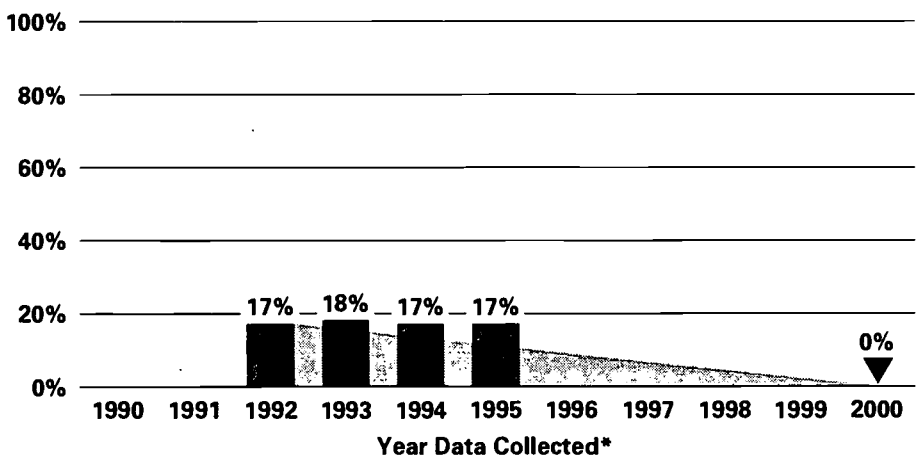


* Data on teacher victimization will be collected again in 1999.

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

Exhibit 22
Disruptions in Class by Students

Student Reports
Percentage of 10th graders who reported that during an average week, misbehavior by other students often[1] interferes with their own learning



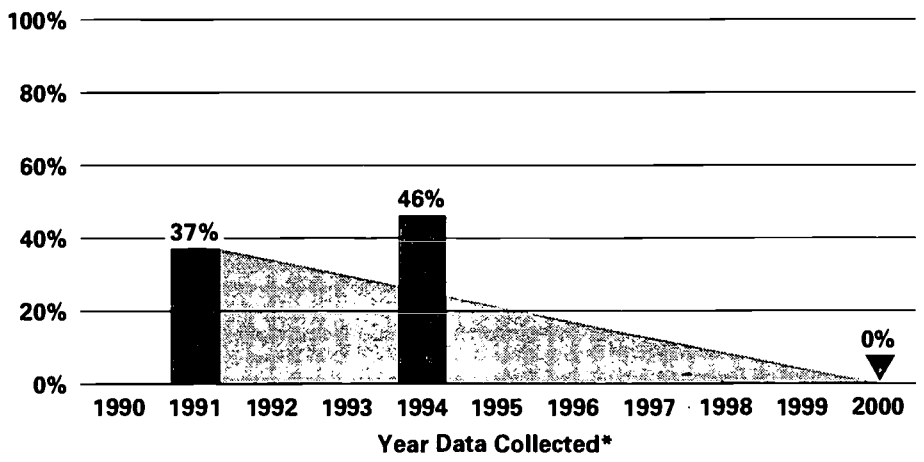
[1] Often = 6 times a week or more.

* Information on disruptions in class was not asked of 10th graders prior to 1992. These data will be collected annually through the year 2000.

In 1992, 17% of 10th graders reported that other students interfered with their own learning at least six times a week. No reduction in class disruptions was seen over the next three years.

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

Teacher Reports
Percentage of all secondary school teachers who reported[1] that student misbehavior interferes with their teaching



[1] Responses of "agree" and "strongly agree" combined.

* Teacher reports on disruptions in class will be collected again in 1999.

In 1991, over one-third of all secondary school teachers felt that student misbehavior interfered with their teaching. This percentage had risen to 46% by 1994.

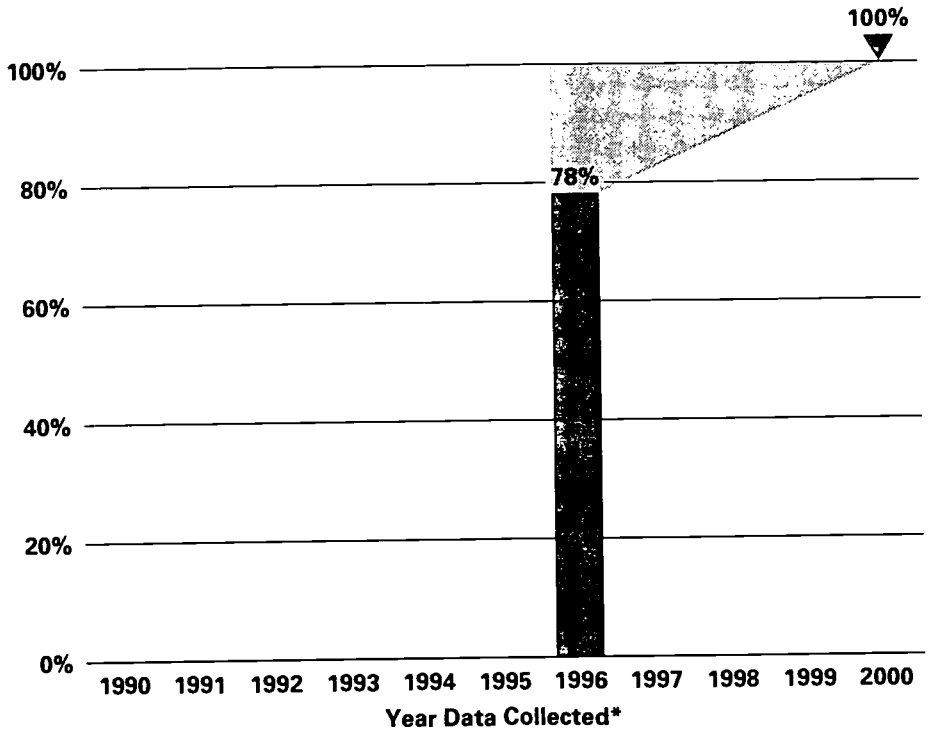
Source: National Center for Education Statistics and Westat, Inc.
This exhibit repeats information presented in the 1995 Goals Report.

Exhibit 23

Schools' Reports of Parent Attendance at Parent-Teacher Conferences

Percentage of K-8 public schools[1] which reported that more than half[2] of their parents[3] attended parent-teacher conferences during the school year

In 1996, 78% of public elementary and middle schools reported that more than half of their parents attended regularly scheduled parent-teacher conferences during the school year.



Parents of students in elementary schools were more likely to attend parent-teacher conferences than parents of middle school students, according to schools' reports.

	1996
Elementary	84%
Middle	47%

[1] Survey respondents were principals or their designees.
[2] Responses of "more than half" and "most or all" combined.
[3] Includes only those public schools in which the school reported that it held regularly scheduled schoolwide parent-teacher conferences during the year. (95% of elementary schools and 78% of middle schools reported doing so during 1995-96.)

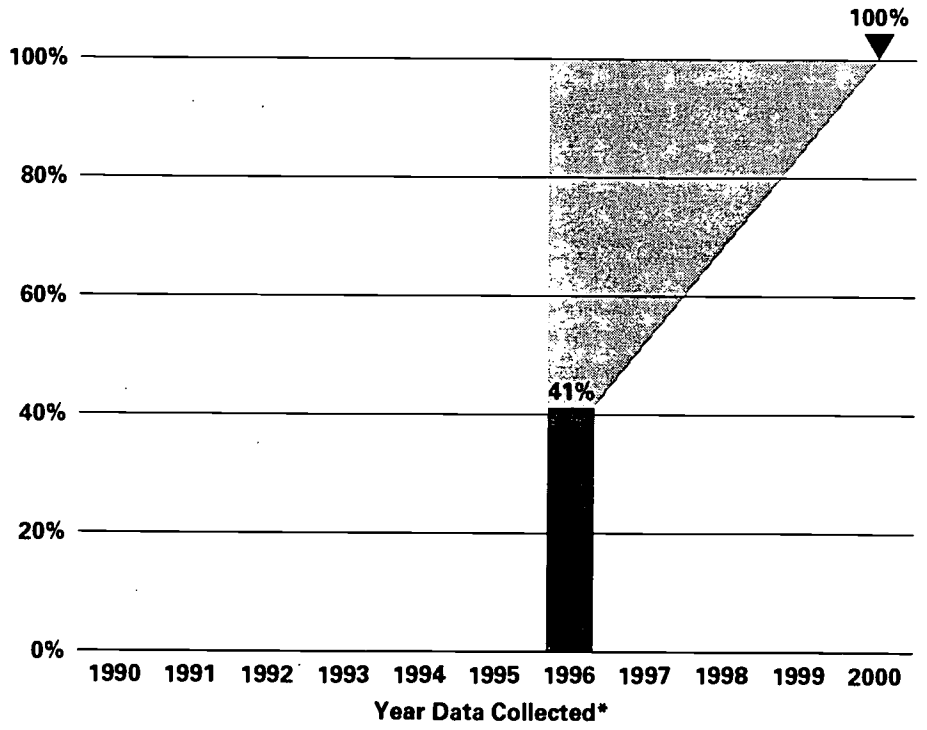
* Data on schools' reports of parent attendance at parent-teacher conferences were not available prior to 1996. There are no current plans to collect these data again before the year 2000.

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

Exhibit 24

Schools' Reports of Parent Involvement in School Policy Decisions

Percentage of K-8 public schools[1] which reported that parent input is considered[2] when making policy decisions in three or more areas[3]



In 1996, 41% of public elementary and middle schools reported that parent input is considered when making policy decisions in three or more areas.

[1] Survey respondents were principals or their designees.
[2] Responses of "moderate extent" and "great extent" combined.
[3] Three or more of the following policy areas: allocation of funds; curriculum or overall instructional program; the design of special programs; library books and materials; discipline policies and procedures; health-related topics or policies; monitoring or evaluating teachers; or developing parent involvement activities.

* Data on schools' reports of parent involvement in school policy decisions were not available prior to 1996. There are no current plans to collect these data again before the year 2000.

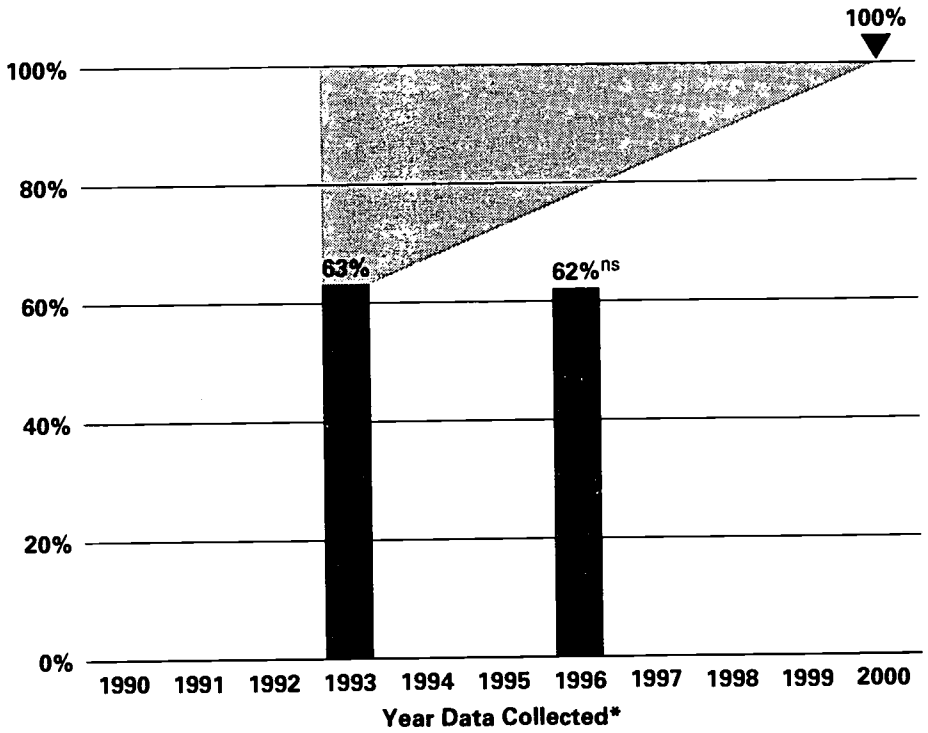
Source: National Center for Education Statistics and Westat, Inc.
This exhibit replaces information presented in the 1995 Goals Report.

Exhibit 25

Parents' Reports of Their Involvement in School Activities

Percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities[1] in their child's school during the current school year

In 1993, 63% of parents of students in Grades 3-12 reported that they participated in two or more activities in their child's school. By 1996, the percentage of participating parents had not increased.



Parents of students in Grades 3-5 were more likely to report participating in various school activities than were parents of older students.

	1993	1996
Grades 3-5	74%	73%[ns]
Grades 6-8	62%	63%[ns]
Grades 9-12	53%	53%[ns]

[ns] Interpret with caution. Change from the baseline was not statistically significant.

[1] Activities included 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.

[ns] Interpret with caution. Change from the baseline was not statistically significant.

* Data on parents' reports of their involvement in school activities were not available prior to 1993. These data will be collected again in 1999.

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

Data Collection Schedules

Table 7
Data Collection Schedule for Core Indicators at the National Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations					X	X	X	X	X	X	X
Family-Child Reading and Storytelling				X		X	X			X	
Preschool Participation		X		X		X	X			X	
High School Completion	X	X	X	X	X	X	X	X	X	X	X
Student Achievement (Grades 4, 8, and 12)[2]											
Reading[3]	X		X		X				X		
Writing[4]	X		X						X		
Mathematics	X		X				X				
Science[5]	X						X				
Foreign Languages											
Civics									X		
Economics											
Arts[6]								X			
History					X						
Geography					X						
Teacher Preparation		X			X					X	
Teacher Professional Development					X					X	
International Mathematics Achievement Comparisons											
IAEP[7]		X									
TIMSS[8]						X					
International Science Achievement Comparisons											
IAEP[7]		X									
TIMSS[8]						X					
Mathematics and Science Degrees		X	X	X	X	X	X	X	X	X	X
Adult Literacy			X								
Participation in Adult Education		X				X				X	
Participation in Higher Education											
College Enrollment	X	X	X	X	X	X	X	X	X	X	X
College Completion			X	X	X	X	X	X	X	X	X

Table 7 (continued)
Data Collection Schedule for Core Indicators at the National Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Overall Student Drug and Alcohol Use											
Drugs		X	X	X	X	X	X	X	X	X	X
Alcohol				X	X	X	X	X	X	X	X
Sale of Drugs at School			X	X	X	X	X	X	X	X	X
Student and Teacher Victimization (student, teacher reports)		S,T	S	S	S,T	S	S	S	S	S,T	S
Disruptions in Class by Students (student, teacher reports)		T	S	S	S,T	S	S	S	S	S,T	S
Schools' Reports of Parent Involvement in School Activities (two indicators)[9]							X				
Parents' Reports of Their Involvement in School Activities				X			X			X	

[1] Table prepared August 1996.
[2] Funding has been proposed in the U.S. Department of Education's budget to administer both national- and state-level NAEP assessments in 1998 and 2000; preliminary decisions have been made for 1998 and no decisions have been made for 2000 regarding which subjects will be assessed.
[3] In 1990, average reading scores were reported; student achievement levels were not established until 1992.
[4] In 1990 and 1992, student achievement levels were not established. However, in 1992 a Writing Portfolio Study was conducted. These data are presented in Exhibit 7.
[5] In 1990, average science scores were reported; student achievement levels were not established.
[6] The 1997 arts assessment will cover four subject areas and is planned for grade 8 only.
[7] IAEP is the International Assessment of Educational Progress.
[8] TIMSS is the Third International Mathematics and Science Study.
[9] Teacher and principal reports of parent involvement in school activities were presented in the 1995 Goals Report.

This table modifies information presented in the 1995 Goals Report.

Table 8
Data Collection Schedule for Core Indicators at the State Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations					X	X	X	X			
Family-Child Reading and Storytelling											
Preschool Participation											
High School Completion	X	X	X	X	X	X	X	X	X	X	X
Student Achievement[2]											
Reading											
Grade 4			X		X				X		
Grade 8									X		
Grade 12											
Writing											
Grade 4											
Grade 8									X		
Grade 12											
Mathematics											
Grade 4			X				X				
Grade 8	X		X				X				
Grade 12											
Science											
Grade 4											
Grade 8							X				
Grade 12											
Foreign Languages											
Civics and Government											
Economics											
Arts											
History											
Geography											
Teacher Preparation		X			X					X	
Teacher Professional Development					X					X	
International Mathematics Achievement Comparisons			X				X				
International Science Achievement Comparisons							X				
Mathematics and Science Degrees		X	X	X	X	X	X	X	X	X	X

Table 8 (continued)
Data Collection Schedule for Core Indicators at the State Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Adult Literacy			X								
Participation in Adult Education											
Participation in Higher Education			X		X		X		X		X
Overall Student Drug and Alcohol Use		X		X		X		X		X	
Availability of Drugs on School Property				X		X		X		X	
Student and Teacher Victimization (student, teacher reports)				S	T	S		S		S,T	
Disruptions in Class by Students (student, teacher reports)		T			T					T	
Parent Involvement in School (teacher, principal reports)		T,P			T,P					T,P	
Influence of Parent Associations on School Policy		X			X					X	

[1] Table prepared August 1996.
[2] Funding has been proposed in the U.S. Department of Education's budget to administer both national- and state-level NAEP assessments in 1998 and 2000; preliminary decisions have been made for 1998 and no decisions have been made for 2000 regarding which subjects will be assessed.

This table updates information presented in the 1995 Goals Report.

Chapter 3: State Progress on the Core Indicators

National progress on a set of core indicators was discussed in Chapter 2. In this chapter state progress on a similar set of core indicators is presented.* Differences between the national core indicators and the state core indicators fall into these categories:

- Data are available at the national level but not at the state level. Indicators for which only national data are available include family-child reading and storytelling, preschool participation, writing achievement, history achievement, geography achievement, international science achievement, participation in adult education, and student reports of disruptions in class.

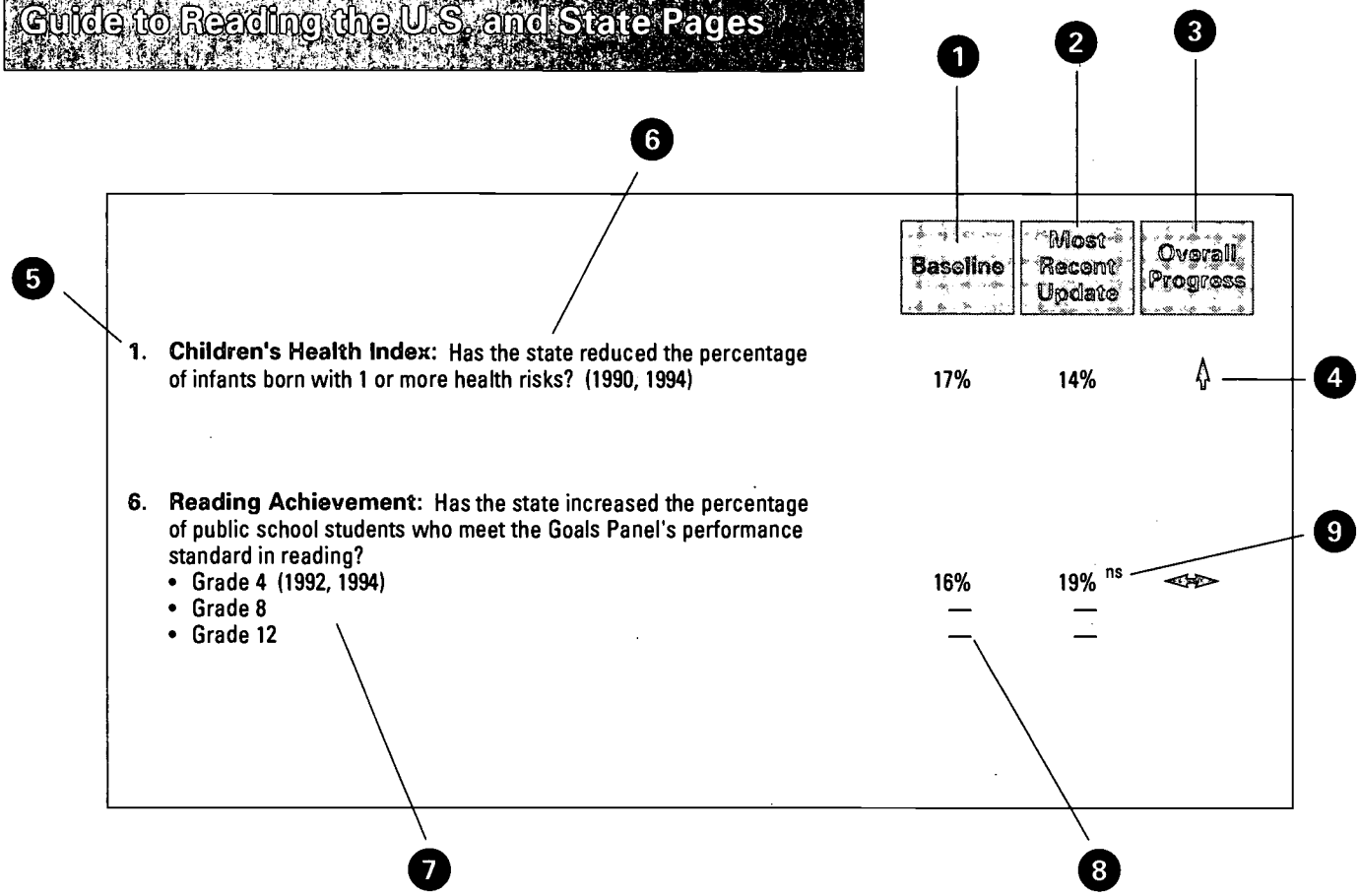
- The indicators differ at the state level. At the state level, participation in higher education provides an overall measure of postsecondary enrollment, while at the national level we measure the gap between Whites and minorities who enroll in college and who complete college. For Goal 8, at the state level we report on teachers' and principals' perspectives on the level of parental involvement in schools and the influence of parent associations. At the national level, our indicators measure the reports of schools and parents regarding parental involvement in school activities.**

- The data sources differ at the state level, leading to some differences in the ways the indicators are measured. For Goal 7 (overall student drug and alcohol use, availability of drugs on school property, and student victimization), information is presented for public high school students at the state level. At the national level, information is presented only for 10th graders. In addition, overall student drug and alcohol use during the previous month is reported at the state level, while overall student use during the previous year is reported at the national level.

* For some of the core indicators, not all states have data. For example, states choose whether to participate in national data collections that have a state representative component, such as the National Center for Education Statistics' (NCES') National Assessment of Educational Progress, NCES' National Adult Literacy Survey, and the Centers for Disease Control and Prevention's Youth Risk Behavior Survey (YRBS). States must pay to participate in the NCES data collections; participation in the YRBS is at no cost to the states.

** The data sources for Goal 8 are also different at the national and state levels.

Guide to Reading the U.S. and State Pages



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

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

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

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

5 The source of the data and any technical notes for each core indicator are referenced by this number in Appendix A for the national indicators and Appendix B for the state indicators.

6 This explanation is provided on pages 71-73 for the state indicators.

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

8 — means data not available. See pages 64-67.

9 **ns** means that a change from the baseline year to the most recent year was not statistically significant.

Guide to Reading the State Pages (continued)

Core indicators for the state scorecards are based on comparable state data collected by federal agencies such as the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. The state scorecards do not include all Goal-related data that a state may collect. See pages 31-32 for further information.

The state indicators are:

Goal 1: Ready to Learn

1. **Children's Health Index:** Has the state reduced the percentage of infants born with 1 or more health risks? (1990, 1994)
2. **Immunizations:** Has the state increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994)
3. **Family-Child Reading and Storytelling:** Has the state increased readiness to learn as measured by the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly?
4. **Preschool Participation:** Has the state reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families?

Goal 2: School Completion

5. **High School Completion:** Has the state increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1994)

Goal 3: Student Achievement and Citizenship

6. **Reading Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in reading in Grade 4? (1992, 1994)
7. **Mathematics Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in mathematics in Grades 4 and 8? (1990, 1992)

Goal 4: Teacher Education and Professional Development

8. **Teacher Preparation:** Has the state increased teacher preparation as measured by the percentage of public secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)
9. **Teacher Professional Development:** Has the state increased the professional development opportunities of teachers as measured by the percentage of teachers reporting that they participated in various in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)

Goal 5: Mathematics and Science

10. **International Mathematics Achievement:** Has the state reduced the gap between the percentage of its public school 8th graders and the percentage of 13-year-olds in the highest scoring country who meet the Goals Panel's performance standard in mathematics? (1991 and 1992)

11. **International Science Achievement:** Has the state reduced the gap between the percentage of its public school 8th graders and the percentage of 13-year-olds in the highest scoring country who meet the Goals Panel's performance standard in science?

12. **Mathematics and Science Degrees:** Has the state increased mathematics and science degrees as a percentage of all degrees awarded to: (1991, 1994)
    - all students?
    - minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?
    - females?

Goal 6: Adult Literacy and Lifelong Learning

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

14. **Participation in Adult Education:** Has the state reduced the gap in adult education participation between adults who have a high school diploma or less, and those with some postsecondary education or technical training?

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

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

16. **Overall Student Drug and Alcohol Use:** Has the state reduced student drug and alcohol use as measured by the percentage of public high school students reporting doing the following during the past 30 days: (1991, 1995)
    - using marijuana at least once?
    - having 5 or more drinks in a row?

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

18. **Student and Teacher Victimization:** Has the state reduced student victimization as measured by the percentage of public high school students reporting that they were threatened or injured with a weapon at school during the past 12 months? (1993, 1995) Has the state reduced teacher victimization as measured by the percentage of public school teachers reporting that they were threatened or physically attacked by a student from their school during the past 12 months? (1994)

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

Goal 8: Parental Participation

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

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

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**			
1. Children's Health Index: Has the U.S. reduced the percentage of infants born with 1 or more health risks? (1990, 1994)	37%	34%	⇧
2. Immunizations: Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994)	75%	—	
3. Family-Child Reading and Storytelling: Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993, 1996)	66%	72%	⇧
4. Preschool Participation: Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1996)	28 points	29 points ns	⇔
GOAL 2 **School Completion**			
5. High School Completion: Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1995)	86%	85% ns	⇔
GOAL 3 **Student Achievement and Citizenship**			
6. Reading Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992, 1994)			
• Grade 4	29%	30% ns	⇔
• Grade 8	29%	30% ns	⇔
• Grade 12	40%	36%	⇩
7. Writing Achievement: Has the U.S. increased the percentage of students who can produce basic, extended, developed, or elaborated responses to narrative writing tasks? (1992)			
• Grade 4	55%	—	
• Grade 8	78%	—	
• Grade 12	—	—	
8. Mathematics Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? (1990, 1992) △			
• Grade 4	13%	18%	⇧
• Grade 8	15%	21%	⇧
• Grade 12	12%	15% ns	⇔
9. History Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
• Grade 4	17%	—	
• Grade 8	14%	—	
• Grade 12	11%	—	
10. Geography Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? (1994)			
• Grade 4	22%	—	
• Grade 8	28%	—	
• Grade 12	27%	—	
GOAL 4 **Teacher Education and Professional Development**			
11. Teacher Preparation: Has the U.S. increased the percentage of secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)	66%	63%	⇩
12. Teacher Professional Development: Has the U.S. increased the percentage of teachers reporting that they participated in various in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)	85%	—	
GOAL 5 **Mathematics and Science**			
13. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments of 13-year-olds? (1991)	U.S. is 6th out of 6 countries	—	

— Data not available. See pages 64-65.
ns Interpret with caution. Change was not statistically significant.

△ Mathematics data have been revised. See Appendix A.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix A for technical notes and sources.

	Baseline	Most Recent Update	Overall Progress
14. International Science Achievement: Has the U.S. improved its standing on international science assessments of 13-year-olds? (1991)	U.S. is 6th out of 6 countries	—	
15. Mathematics and Science Degrees: Has the U.S. increased mathematics and science degrees as a percentage of all degrees awarded to: (1991, 1994)			
• all students?	39%	41%	⇧
• minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	⇔
• females?	35%	38%	⇧
GOAL 6 Adult Literacy and Lifelong Learning			
16. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)	52%	—	
17. Participation in Adult Education: Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991, 1995)	27 points	32 points	⇩
18. Participation in Higher Education: Has the U.S. reduced the gap between White and Black high school graduates who:			
• enroll in college? (1990, 1994)	14 points	12 points ns	⇔
• complete a college degree? (1992, 1995)	16 points	15 points ns	⇔
Has the U.S. reduced the gap between White and Hispanic high school graduates who:			
• enroll in college? (1990, 1994)	11 points	9 points ns	⇔
• complete a college degree? (1992, 1995)	15 points	21 points	⇩
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools			
19. Overall Student Drug and Alcohol Use: Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			
• using any illicit drug? (1991, 1995)	24%	36%	⇩
• using alcohol? (1993, 1995)	63%	64% ns	⇔
20. Sale of Drugs at School: Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1995)	18%	28%	⇩
21. Student and Teacher Victimization: Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year?			
• 10th grade students (1991, 1995)	40%	35%	⇧
• public school teachers (1991, 1994)	10%	15%	⇩
22. Disruptions in Class by Students: Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?			
• 10th grade students (1992, 1995)	17%	17%	⇔
• secondary school teachers (1991, 1994)	37%	46%	⇩
GOAL 8 Parental Participation			
23. Schools' Reports of Parent Attendance at Parent-Teacher Conferences: Has the U.S. increased the percentage of K-8 public schools which reported that more than half of their parents attended parent-teacher conferences during the school year? (1996)	78%	—	
24. Schools' Reports of Parent Involvement in School Policy Decisions: Has the U.S. increased the percentage of K-8 public schools which reported that parent input is considered when making policy decisions in three or more areas? (1996)	41%	—	
25. Parents' Reports of Their Involvement in School Activities: Has the U.S. increased the percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities in their child's school during the current school year? (1993, 1996)	63%	62% ns	⇔

— Data not available. See pages 64-65.
ns Interpret with caution. Change was not statistically significant.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix A for technical notes and sources.

ALABAMA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	39%	36%	↑
	2. Increased immunizations? (1994)	75%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	82%	84% ns	↔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	20%	23% ns	↔
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	10%	—	
	• Grade 8 (1990, 1992)	9%	10% ns	↔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	70%	63%	↓
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	29 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	34%	37%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	38%	↓
	• Females?	30%	34%	↑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	56%	64%	↑
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	10%	17%	↓
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	30%	25%	↑
	17. Reduced availability of drugs on school property? (1993, 1995)	18%	28%	↓
	18. Reduced student victimization? (1995)	9%	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	54%	↓
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	31%	32% ns	↔
	• Principals' perspective (1991, 1994)	15%	17% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	14%	21% ns	↔

— Data not available. See pages 66-67.
Interpret with caution. Change was statistically significant.

▲ Mathematics data have been revised. See Appendix B.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

ALASKA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	37%	37%	⇔
	2. Increased immunizations? (1994)	73%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	89%	91% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	60%	64% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	90%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	34%	37%	⇑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	34%	27%	⇓
	• Females?	28%	29%	⇑
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	39%	37% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1995)	29%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1995)	31%	—	
	17. Reduced availability of drugs on school property? (1995)	34%	—	
	18. Reduced student victimization? (1995)	9%	—	
	Reduced teacher victimization? (1994)	17%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	35%	46%	⇓
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	25%	32%	⇓
	• Principals' perspective (1991, 1994)	20%	22% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	27%	43%	⇑

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

▲ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

ARIZONA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	37%	33%	⇧
	2. Increased immunizations? (1994)	77%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	83%	84% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	21%	24% ns	⇔
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	13%	15% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	63%	58% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	85%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	22 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	26%	33%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	22%	28%	⇧
	• Females?	24%	29%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	45%	50% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	46% ns	⇔
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	36%	37% ns	⇔
	• Principals' perspective (1991, 1994)	21%	16% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	20%	32%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was statisticelly significent.

▲ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes end sources.

ARKANSAS

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	42%	41% ns	⇔
	2. Increased immunizations? (1994)	71%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	87%	88% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	23%	24% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	10%	—	
	• Grade 8 (1990, 1992)	9%	10% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	62%	60% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	28 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	32%	35%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	31%	31%	⇔
	• Females?	28%	33%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	46%	48% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1995)	23%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1995)	32%	—	
	17. Reduced availability of drugs on school property? (1995)	27%	—	
	18. Reduced student victimization? (1995)	9%	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	34%	45%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	30%	29% ns	⇔
	• Principals' perspective (1991, 1994)	20%	22% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	11%	17% ns	⇔

— Data not available. See pages 66-67.
ıs Interpret with caution. Change was not statistically significant.

△ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

CALIFORNIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	—	—	
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	77%	79%	⇧
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	19%	18% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	12%	—	
	• Grade 8 (1990, 1992)	13%	16% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	56%	51% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	94%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	21 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	43%	46%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	44%	⇧
	• Females?	39%	42%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	53%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	50%	61%	⇧
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	9%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	43%	43%	⇔
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	32%	⇔
	• Principals' perspective (1991, 1994)	20%	11%	⇧
	21. Increased influence of parent associations? (1991, 1994)	30%	36% ns	⇔

— Data not available. See pages 66-67.
Interpret with caution. Change was statistically significant.

△ Mathematics data have been revised. See Appendix B.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

COLORADO

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	33%	30%	⇧
	2. Increased immunizations? (1994)	75%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	88%	88%	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	25%	28% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	18%	—	
	• Grade 8 (1990, 1992)	17%	22%	⇧
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	74%	66%	⇩
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	15 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	48%	51%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	46%	50%	⇧
	• Females?	43%	48%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	50%	52%	⇔
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1995)	29%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1995)	35%	—	
	17. Reduced availability of drugs on school property? (1995)	34%	—	
	18. Reduced student victimization? (1995)	10%	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	49%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	25%	26% ns	⇔
	• Principals' perspective (1991, 1994)	17%	8%	⇧
	21. Increased influence of parent associations? (1991, 1994)	28%	50%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

△ Mathematics data have been revised. See Appendix B.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
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CONNECTICUT

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	25%	23%	⇧
	2. Increased immunizations? (1994)	86%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	90%	95%	⇧
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	34%	38% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	24%	—	
	• Grade 8 (1990, 1992)	22%	26%	⇧
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	76%	74% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	92%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	11 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	43%	48%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	47%	54%	⇧
	• Females?	37%	46%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	59%	59% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	36%	47%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	19%	21% ns	⇔
	• Principals' perspective (1991, 1994)	9%	7% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	18%	22% ns	⇔

— Data not available. See pages 66-67.
Interpret with caution. Change was not statistically significant.

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DELAWARE

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	40%	37%	⇧
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	86%	93% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	24%	23% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	17%	—	
	• Grade 8 (1990, 1992)	14%	15% ns	⇔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	73%	71% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	23 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	46%	44%	⇩
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	38%	38%	⇔
	• Females?	40%	38%	⇩
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	57%	65% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	20%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	48%	65%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	29%	27% ns	⇔
	• Principals' perspective (1991, 1994)	17%	7% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	21%	28% ns	⇔

— Data not available. See pages 66-67.
ıs Interpret with caution. Change was not statistically significant.

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DISTRICT OF COLUMBIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	48%	43%	⇧
	2. Increased immunizations? (1994)	73%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	82%	88% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992)	10%	—	
	7. Increased mathematics achievement? Δ			
	• Grade 4 (1992)	6%	—	
	• Grade 8 (1990, 1992)	3%	4% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	85%	73% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	92%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	35 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	49%	51%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	44%	46%	⇧
	• Females?	46%	50%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	33%	71% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	18%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1993)	16%	—	
	17. Reduced availability of drugs on school property? (1993)	16%	—	
	18. Reduced student victimization? (1993)	11%	—	
	Reduced teacher victimization? (1994)	26%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	60%	63% ns	⇔
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	44%	50% ns	⇔
	• Principals' perspective (1991, 1994)	14%	24% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	34%	29% ns	⇔

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ns Interpret with caution. Change was not statistically significant.

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FLORIDA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	37%	32%	⇧
	2. Increased immunizations? (1994)	76%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	83%	81% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	21%	23% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	12%	15% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	66%	62% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	23 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	34%	34%	⇔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	34%	⇩
	• Females?	29%	31%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	51%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	45%	49%	⇧
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	21%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	46%	58%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	33%	33%	⇔
	• Principals' perspective (1991, 1994)	18%	22% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	26%	34% ns	⇔

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GEORGIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	35%	33%	⇧
	2. Increased immunizations? (1994)	79%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	86%	80%	⇩
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	25%	26% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	15%	—	
	• Grade 8 (1990, 1992)	14%	13% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	67%	68% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	82%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	25 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	38%	39%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	44%	41%	⇩
	• Females?	33%	35%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	54%	59%	⇧
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1993)	11%	14% ns	⇔
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1993)	27%	25% ns	⇔
	17. Reduced availability of drugs on school property? (1993)	21%	—	
	18. Reduced student victimization? (1993)	9%	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	37%	46%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	30%	33% ns	⇔
	• Principals' perspective (1991, 1994)	16%	16%	⇔
	21. Increased influence of parent associations? (1991, 1994)	11%	14% ns	⇔

— Data not available. See pages 66-67.
rpret with caution. Change was statistically significant.

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HAWAII

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	30%	26%	⇧
	2. Increased immunizations? (1994)	86%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	93%	92% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	17%	19% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	15%	—	
	• Grade 8 (1990, 1992)	12%	14% ns	⇔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	62%	67% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	25 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	40%	37%	⇩
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	47%	36%	⇩
	• Females?	37%	33%	⇩
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	54%	62% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	17%	24%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	23%	24% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	26%	36%	⇩
	18. Reduced student victimization? (1993, 1995)	7%	5% ns	⇔
	Reduced teacher victimization? (1994)	11%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	49%	62%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	31% ns	⇔
	• Principals' perspective (1991, 1994)	18%	13% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	37%	33% ns	⇔

— Data not available. See pages 66-67.
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IDAHO

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	35%	32%	⇧
	2. Increased immunizations? (1994)	64%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	83%	86% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992)	28%	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	16%	—	
	• Grade 8 (1990, 1992)	18%	22% ns	⇔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	62%	56% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	14 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	34%	39%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	40%	⇩
	• Females?	29%	33%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	49%	48% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1993)	10%	13% ns	⇔
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1993)	30%	31% ns	⇔
	17. Reduced availability of drugs on school property? (1993)	24%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	11%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	32%	46%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	16%	19% ns	⇔
	• Principals' perspective (1991, 1994)	7%	9% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	12%	21%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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ILLINOIS

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1992)	35%	33%	⇧
	2. Increased immunizations? (1994)	68%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1994)	85%	87% ns	⇔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	69%	72% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	81%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	39%	38%	⇩
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	36%	⇔
	• Females?	35%	33%	⇩
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	52%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	63%	64%	⇧
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1993, 1995)	14%	25%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	28%	30% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	19%	31%	⇩
	18. Reduced student victimization? (1993, 1995)	8%	9% ns	⇔
	Reduced teacher victimization? (1994)	12%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	49%	⇩
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	27%	25% ns	⇔
	• Principals' perspective (1991, 1994)	15%	14% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	18%	22% ns	⇔

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INDIANA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	—	—	
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	89%	89%	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	30%	33% ns	⇔
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	16%	—	
	• Grade 8 (1990, 1992)	17%	20% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	73%	70% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	80%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	17 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	40%	41%	⇑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	42%	⇑
	• Females?	34%	36%	⇑
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	58%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	51%	55% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	16%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	38%	45%	⇓
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	27%	25% ns	⇔
	• Principals' perspective (1991, 1994)	19%	9%	⇑
	21. Increased influence of parent associations? (1991, 1994)	14%	20% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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* Sample size does not permit a reliable estimate of change.

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See Appendix B for technical notes and sources.

IOWA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	39%	36%	⇧
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	95%	93% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	36%	35% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	26%	—	
	• Grade 8 (1990, 1992)	25%	31%	⇧
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	71%	70% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	4 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	33%	36%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	32%	37%	⇧
	• Females?	28%	32%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	61%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	64%	64% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	11%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	31%	48%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	15%	18% ns	⇔
	• Principals' perspective (1991, 1994)	8%	7% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	12%	23%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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KANSAS

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	32%	31%	↑
	2. Increased immunizations? (1994)	82%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	93%	91% ns	↔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	62%	60% ns	↔
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	36%	38%	↑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	35%	36%	↑
	• Females?	32%	35%	↑
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	58%	57% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	12%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	35%	42% ns	↔
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	17%	18% ns	↔
	• Principals' perspective (1991, 1994)	10%	8% ns	↔
	21. Increased influence of parent associations? (1991, 1994)	11%	15% ns	↔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was statistically significant.

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KENTUCKY

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	45%	41%	⇧
	2. Increased immunizations? (1994)	80%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	82%	82%	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	23%	26% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	11%	14%	⇧
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	65%	53%	⇩
	9. Increased participation in professional development programs on selected topics? (1994)	98%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	24 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	36%	41%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	33%	36%	⇧
	• Females?	31%	37%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	50%	49% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	39%	48% ns	⇔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	35% ns	⇔
	• Principals' perspective (1991, 1994)	15%	18% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	17%	37%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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LOUISIANA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	39%	37%	⇧
	2. Increased immunizations? (1994)	71%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	81%	81%	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	15%	15%	⇔
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	8%	—	
	• Grade 8 (1990, 1992)	5%	7% ns	⇔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	51%	50% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	83%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	31 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	37%	40%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	41%	40%	⇩
	• Females?	34%	37%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	46%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	55%	53% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	14%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1993)	32%	—	
	17. Reduced availability of drugs on school property? (1993)	22%	—	
	18. Reduced student victimization? (1993)	10%	—	
	Reduced teacher victimization? (1994)	20%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	44%	47% ns	⇔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	38% ns	⇔
	• Principals' perspective (1991, 1994)	22%	24% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	11%	12% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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MAINE

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	35%	34%	⇧
	2. Increased immunizations? (1994)	82%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	91%	93% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement? • Grade 4 (1992, 1994)	36%	41% ns	⇔
	7. Increased mathematics achievement? △ • Grade 4 (1992)	27%	—	
	• Grade 8 (1992)	26%	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	64%	59% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	80%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	10 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994): • All students?	49%	51%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	64%	57%	⇩
	• Females?	45%	48%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	48%	50% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1995)	28%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1995)	31%	—	
	17. Reduced availability of drugs on school property? (1995)	36%	—	
	18. Reduced student victimization? (1995)	7%	—	
	Reduced teacher victimization? (1994)	9%	—	
	19. Reduced student disruptions? • Student reports	—	—	
	• Teacher reports (1991, 1994)	23%	40%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement? • Teachers' perspective (1991, 1994)	21%	17% ns	⇔
	• Principals' perspective (1991, 1994)	10%	5% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	12%	15% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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MARYLAND

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	31%	30%	⇧
	2. Increased immunizations? (1994)	79%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	87%	94%	⇧
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	24%	26% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	18%	—	
	• Grade 8 (1990, 1992)	17%	20% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	70%	72% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	17 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	43%	45%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	41%	⇧
	• Females?	38%	40%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	55%	55% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	23%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	47%	62%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	28%	29% ns	⇔
	• Principals' perspective (1991, 1994)	11%	14% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	20%	22% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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MASSACHUSETTS

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	42%	33%	⇧
	2. Increased immunizations? (1994)	82%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	90%	93% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	36%	36%	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	23%	—	
	• Grade 8 (1992)	23%	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	69%	72% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	82%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	13 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	46%	45%	⇩
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	51%	50%	⇩
	• Females?	43%	43%	⇔
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	60%	65% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	20%	32%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	28%	33%	⇩
	17. Reduced availability of drugs on school property? (1993, 1995)	31%	39%	⇩
	18. Reduced student victimization? (1993, 1995)	9%	8% ns	⇔
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	49%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	18%	22% ns	⇔
	• Principals' perspective (1991, 1994)	9%	5% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	17%	31%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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MICHIGAN

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	38%	38%	⇔
	2. Increased immunizations? (1994)	61%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	86%	89% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992)	26%	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	19%	—	
	• Grade 8 (1990, 1992)	16%	19% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	70%	67% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	82%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	18 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	40%	42%	⇑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	⇔
	• Females?	35%	37%	⇑
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	59%	60% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	38%	46%	⇓
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	25%	26% ns	⇔
	• Principals' perspective (1991, 1994)	13%	9% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	21%	16% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

△ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

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MINNESOTA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	28%	28% [1]	⇩
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	92%	93% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement? • Grade 4 (1992, 1994)	31%	33% ns	⇔
	7. Increased mathematics achievement? △ • Grade 4 (1992)	26%	—	
	• Grade 8 (1990, 1992)	23%	31%	⇧
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	80%	81% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	85%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	4 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994): • All students?	37%	39%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	42%	⇧
	• Females?	33%	36%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	54%	53% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions? • Student reports	—	—	
	• Teacher reports (1991, 1994)	32%	52%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement? • Teachers' perspective (1991, 1994)	13%	14% ns	⇔
	• Principals' perspective (1991, 1994)	7%	6% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	24%	32% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.
△ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

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[1] The nonrounded values for indicator 1 in 1990 and 1994 were 27.7 and 28.4, respectively.

MISSISSIPPI

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	40%	41%	⇩
	2. Increased immunizations? (1994)	83%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	84%	84%	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	14%	18%	⇧
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	6%	—	
	• Grade 8 (1992)	6%	—	
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	67%	61% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	33 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	33%	37%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	38%	⇧
	• Females?	30%	35%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	61%	69%	⇧
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	9%	16%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	27%	30% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	16%	20% ns	⇔
	18. Reduced student victimization? (1993, 1995)	8%	8%	⇔
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	30%	47%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	31%	40%	⇩
	• Principals' perspective (1991, 1994)	21%	24% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	24%	25% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

MISSOURI

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	41%	37%	⇧
	2. Increased immunizations? (1994)	64%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	88%	90% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement? • Grade 4 (1992, 1994)	30%	31% ns	⇔
	7. Increased mathematics achievement? △ • Grade 4 (1992)	19%	—	
	• Grade 8 (1992)	20%	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	72%	65% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	81%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	17 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994): • All students?	35%	36%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	32%	29%	⇩
	• Females?	30%	33%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	49%	51% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1995)	22%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1995)	40%	—	
	17. Reduced availability of drugs on school property? (1995)	26%	—	
	18. Reduced student victimization? (1995)	8%	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions? • Student reports	—	—	
	• Teacher reports (1991, 1994)	41%	53%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement? • Teachers' perspective (1991, 1994)	22%	27% ns	⇔
	• Principals' perspective (1991, 1994)	15%	13% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	10%	17% ns	⇔

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MONTANA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	38%	36%	⇧
	2. Increased immunizations? (1994)	75%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	93%	90% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1994)	35%	—	
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	69%	64% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	38%	44%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	36%	⇩
	• Females?	29%	38%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	51%	54% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	14%	20%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	41%	43% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	22%	30%	⇩
	18. Reduced student victimization? (1993, 1995)	7%	6% ns	⇔
	Reduced teacher victimization? (1994)	9%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	35%	33% ns	⇔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	17%	18% ns	⇔
	• Principals' perspective (1991, 1994)	7%	15%	⇩
	21. Increased influence of parent associations? (1991, 1994)	12%	16% ns	⇔

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NEBRASKA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	38%	37%	⇧
	2. Increased immunizations? (1994)	72%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	91%	95% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	31%	34% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	22%	—	
	• Grade 8 (1990, 1992)	24%	26% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	82%	75%	⇩
	9. Increased participation in professional development programs on selected topics? (1994)	87%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	9 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	33%	35%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	32%	35%	⇧
	• Females?	31%	34%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	65%	60% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1993)	10%	9% ns	⇔
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1993)	37%	36% ns	⇔
	17. Reduced availability of drugs on school property? (1993)	11%	—	
	18. Reduced student victimization? (1993)	6%	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	33%	41%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	13%	15% ns	⇔
	• Principals' perspective (1991, 1994)	4%	6% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	17%	15% ns	⇔

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NEVADA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	38%	36%	⇧
	2. Increased immunizations? (1994)	69%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	83%	82% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	62%	66% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	81%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	30%	32%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	26%	35%	⇧
	• Females?	27%	28%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	33%	38% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	19%	26%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	32%	33% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	30%	35% ns	⇔
	18. Reduced student victimization? (1993, 1995)	10%	10%	⇔
	Reduced teacher victimization? (1994)	16%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	36%	50%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	27%	31% ns	⇔
	• Principals' perspective (1991, 1994)	17%	16% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	12%	21%	⇧

— Data not available. See pages 66-67.
ret with caution. Change was
atistically significant.

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NEW HAMPSHIRE

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	35%	32%	⇧
	2. Increased immunizations? (1994)	83%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	87%	87%	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	38%	36% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	25%	—	
	• Grade 8 (1990, 1992)	20%	25%	⇧
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	80%	71%	⇩
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	11 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	40%	42%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	49%	50%	⇧
	• Females?	37%	40%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	56%	56% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	21%	28%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	31%	33% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	26%	32%	⇩
	18. Reduced student victimization? (1993, 1995)	7%	6% ns	⇔
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	34%	40% ns	⇔
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	17%	21% ns	⇔
	• Principals' perspective (1991, 1994)	8%	12% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	13%	22% ns	⇔

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ns Interpret with caution. Change was not statistically significant.

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NEW JERSEY

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1994)	31%	26%	⇧
	2. Increased immunizations? (1994)	71%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1994)	90%	92% ns	⇔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	35%	33% ns	⇔
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	25%	—	
	• Grade 8 (1990, 1992)	21%	24% ns	⇔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	69%	69%	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	87%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	13 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	43%	45%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	48%	46%	⇩
	• Females?	39%	42%	⇧
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	53%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	60%	64% *	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1995)	24%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1995)	31%	—	
	17. Reduced availability of drugs on school property? (1995)	30%	—	
	18. Reduced student victimization? (1995)	9%	—	
	Reduced teacher victimization? (1994)	9%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	37%	45%	⇩
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	23%	24% ns	⇔
	• Principals' perspective (1991, 1994)	12%	8% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	12%	22% ns	⇔

— Data not available. See pages 66-67.
ıret with caution. Change was
atistically significant.

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NEW MEXICO

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	37%	34%	⇧
	2. Increased immunizations? (1994)	73%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	85%	82% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	23%	21% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	11%	—	
	• Grade 8 (1990, 1992)	10%	11% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	53%	52% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	79%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	27 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	40%	40%	⇔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	38%	39%	⇧
	• Females?	33%	34%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	49%	54% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991)	18%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991)	43%	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	40%	45% ns	⇔
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	31%	33% ns	⇔
	• Principals' perspective (1991, 1994)	16%	15% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	25%	40%	⇧

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ns Interpret with caution. Change was not statistically significant.

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NEW YORK

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	—	—	
	2. Increased immunizations? (1994)	77%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	88%	87% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	27%	27%	⇔
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	17%	—	
	• Grade 8 (1990, 1992)	15%	20%	⇧
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	74%	75% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	76%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	17 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	41%	42%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	42%	⇩
	• Females?	38%	41%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	46%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	67%	70%	⇧
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1993)	16%	19% ns	⇔
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1993)	36%	32% ns	⇔
	17. Reduced availability of drugs on school property? (1993)	28%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	19%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	42%	55%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	23%	29% ns	⇔
	• Principals' perspective (1991, 1994)	9%	14%	⇩
	21. Increased influence of parent associations? (1991, 1994)	18%	34%	⇧

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NORTH CAROLINA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	40%	37%	⇧
	2. Increased immunizations? (1994)	84%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	83%	86% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	25%	30% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	9%	12%	⇧
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	68%	66% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	93%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	26 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	41%	45%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	38%	43%	⇧
	• Females?	36%	42%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	49%	51% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	15%	22%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	23%	23%	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	29%	30% ns	⇔
	18. Reduced student victimization? (1993, 1995)	10%	8% ns	⇔
	Reduced teacher victimization? (1994)	19%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	42%	53%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	29%	30% ns	⇔
	• Principals' perspective (1991, 1994)	10%	10%	⇔
	21. Increased influence of parent associations? (1991, 1994)	21%	20% ns	⇔

— Data not available. See pages 66-67.
s Interpret with caution. Change wes not statistically significant.

△ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

See pages 70-73 for a Guide to Reading the U.S. and State Peges.
See Appendix B for technical notes and sources:

NORTH DAKOTA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	36%	35%	⇧
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	96%	97% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	35%	38% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	22%	—	
	• Grade 8 (1990, 1992)	27%	30% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	73%	76% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	5 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	39%	41%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	41%	⇧
	• Females?	35%	39%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	68%	68% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1995)	15%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1995)	28%	—	
	18. Reduced student victimization? (1995)	6%	—	
	Reduced teacher victimization? (1994)	8%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	30%	33% ns	⇔
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	9%	13%	⇩
	• Principals' perspective (1991, 1994)	4%	3% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	16%	17% ns	⇔

— Data not available. See pages 66-67.
Interpret with caution. Change was statistically significant.

△ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

OHIO

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	41%	37%	⇧
	2. Increased immunizations? (1994)	73%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	89%	88% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992)	27%	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	16%	—	
	• Grade 8 (1990, 1992)	15%	18% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	68%	61% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	83%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	19 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	36%	37%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	38%	⇧
	• Females?	31%	33%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	55%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	51%	51% [1]	⇧
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	16%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1993)	30%	—	
	17. Reduced availability of drugs on school property? (1993)	20%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	17%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	38%	42% ns	⇔
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	29%	29%	⇔
	• Principals' perspective (1991, 1994)	14%	13% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	14%	16% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

△ Mathematics data have been revised. See Appendix B.

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See Appendix B for technical notes and sources.

[1] The nonrounded values for indicator 15 in 1992 and 1994 were 51.0 and 51.4, respectively.

OKLAHOMA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1992, 1994)	36%	37%	⇩
	2. Increased immunizations? (1994)	76%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	87%	87%	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992)	29%	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	14%	—	
	• Grade 8 (1990, 1992)	13%	17% ns	⇔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	65%	61% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	20 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	33%	35%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	34%	33%	⇩
	• Females?	28%	31%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	50%	49%	⇔
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	33%	39%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	22%	28%	⇩
	• Principals' perspective (1991, 1994)	15%	13% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	13%	21%	⇧

— Data not available. See pages 66-67.
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△ Mathematics data have been revised. See Appendix B.

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See Appendix B for technical notes and sources.

OREGON

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	39%	37%	⇧
	2. Increased immunizations? (1994)	71%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	89%	83%	⇩
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	64%	59% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	41%	46%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	41%	49%	⇧
	• Females?	37%	43%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	77%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	54%	57% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	37%	57%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	19%	30%	⇩
	• Principals' perspective (1991, 1994)	13%	12% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	12%	21% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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See Appendix B for technical notes and sources.

PENNSYLVANIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1994)	39%	38%	⇧
	2. Increased immunizations? (1994)	77%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1994)	90%	90%	⇔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	32%	30% ns	⇔
	7. Increased mathematics achievement? Δ			
	• Grade 4 (1992)	22%	—	
	• Grade 8 (1990, 1992)	17%	22% ns	⇔
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	78%	72%	⇩
	9. Increased participation in professional development programs on selected topics? (1994)	82%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	15 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	40%	42%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	39%	⇩
	• Females?	36%	39%	⇧
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	54%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	55%	57%	⇧
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	33%	49%	⇩
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	18%	21% ns	⇔
	• Principals' perspective (1991, 1994)	13%	10% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	10%	28%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

Δ Mathematics data have been revised. See Appendix B.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

RHODE ISLAND

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	36%	32%	⇧
	2. Increased immunizations? (1994)	82%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	87%	89% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	28%	32% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1990, 1992)	15%	16% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	72%	76% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	77%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	21 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	34%	36%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	36%	⇩
	• Females?	31%	35%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	64%	65% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	52%	43% ns	⇔
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	20%	26% ns	⇔
	• Principals' perspective (1991, 1994)	11%	7% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	8%	20%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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* Sample size does not permit a reliable estimate of change.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

SOUTH CAROLINA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	43%	39%	⇧
	2. Increased immunizations? (1994)	84%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	83%	88%	⇧
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	22%	20% ns	⇔
	7. Increased mathematics achievement? Δ			
	• Grade 4 (1992)	13%	—	
	• Grade 8 (1992)	15%	—	
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	69%	63% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	81%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	23 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	37%	41%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	36%	39%	⇧
	• Females?	34%	38%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	43%	58% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	12%	21%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	27%	27%	⇔
	17. Reduced availability of drugs on school property? (1993)	25%	—	
	18. Reduced student victimization? (1993, 1995)	10%	11% ns	⇔
	Reduced teacher victimization? (1994)	17%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	37%	49%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	36% ns	⇔
	• Principals' perspective (1991, 1994)	22%	27% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	16%	24% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.
Δ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

SOUTH DAKOTA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	—	—	
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	88%	92% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	62%	59% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	86%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	44%	46%	⇑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	30%	34%	⇑
	• Females?	36%	40%	⇑
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	53%	50% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	10%	12% ns	⇔
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	41%	40% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	19%	29%	⇓
	18. Reduced student victimization? (1993, 1995)	6%	6%	⇔
	Reduced teacher victimization? (1994)	8%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	31%	40%	⇓
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	18%	18%	⇔
	• Principals' perspective (1991, 1994)	10%	11% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	15%	19% ns	⇔

— Data not available. See pages 66-67.
ıs Interpret with caution. Change was not statistically significant.

△ Mathematics data have been revised. See Appendix B.
* Sample size does not permit a reliable estimate of change.

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See Appendix B for technical notes and sources.

TENNESSEE

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	38%	38%	⇔
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	77%	85%	⇑
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	23%	27% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	10%	—	
	• Grade 8 (1992)	12%	—	
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	59%	55% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	87%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	26 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	36%	41%	⇑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	40%	38%	⇓
	• Females?	32%	37%	⇑
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	46%	54% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	17%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1993)	28%	—	
	17. Reduced availability of drugs on school property? (1993)	22%	—	
	18. Reduced student victimization? (1993)	9%	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	35%	48%	⇓
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	29%	29%	⇔
	• Principals' perspective (1991, 1994)	18%	13% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	16%	15% ns	⇔

— Data not available. See pages 66-67.
Interpret with caution. Change was statistically significant.

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See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

TEXAS

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1994)	32%	30%	⇧
	2. Increased immunizations? (1994)	71%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1994)	78%	80% ns	⇔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	24%	26% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	15%	—	
	• Grade 8 (1990, 1992)	13%	18%	⇧
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	54%	51% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	93%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	20 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	34%	37%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	35%	37%	⇧
	• Females?	29%	34%	⇧
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	47%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	52%	50%	⇩
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	14%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	41%	46% ns	⇔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	32%	36% ns	⇔
	• Principals' perspective (1991, 1994)	22%	18% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	14%	24%	⇧

— Data not available. See pages 66-67.
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UTAH

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	29%	28% ns	⇔
	2. Increased immunizations? (1994)	70%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	94%	94%	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	30%	30%	⇔
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	19%	—	
	• Grade 8 (1992)	22%	—	
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	68%	62%	⇩
	9. Increased participation in professional development programs on selected topics? (1994)	87%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	14 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	41%	43%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	47%	51%	⇧
	• Females?	32%	33%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	51%	56% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	9%	12% ns	⇔
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	17%	15% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	19%	26%	⇩
	18. Reduced student victimization? (1993, 1995)	8%	7% ns	⇔
	Reduced teacher victimization? (1994)	16%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	33%	54%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	18%	19% ns	⇔
	• Principals' perspective (1991, 1994)	13%	14% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	17%	33%	⇧

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ns Interpret with caution. Change was not statistically significant.

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VERMONT

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	38%	33%	⇧
	2. Increased immunizations? (1994)	88%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	86%	88% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	71%	73% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	44%	47%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	52%	⇧
	• Females?	40%	44%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	54%	51% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	19%	29%	⇩
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	31%	32% ns	⇔
	17. Reduced availability of drugs on school property? (1995)	35%	—	
	18. Reduced student victimization? (1995)	7%	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	27%	44%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	10%	17%	⇩
	• Principals' perspective (1991, 1994)	10%	6% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	8%	24%	⇧

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VIRGINIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	35%	33%	⇧
	2. Increased immunizations? (1994)	81%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	87%	88% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	31%	26% ns	⇔
	7. Increased mathematics achievement? ▲			
	• Grade 4 (1992)	19%	—	
	• Grade 8 (1990, 1992)	17%	19% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	72%	61%	⇩
	9. Increased participation in professional development programs on selected topics? (1994)	85%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	18 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	44%	49%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	41%	43%	⇧
	• Females?	39%	46%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	51%	53% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	18%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	32%	55%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	22%	28% ns	⇔
	• Principals' perspective (1991, 1994)	10%	13% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	19%	23% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was statistically significant.

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WASHINGTON

		Baseline	Most Recent Update	Overall Progress
GOAL 1 **Ready to Learn**	1. Reduced infants born with health risks? (1990, 1994)	34%	36%	⇩
	2. Increased immunizations? (1994)	74%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 **School Completion**	5. Increased high school completion rate? (1990, 1994)	87%	86% ns	⇔
GOAL 3 **Student Achievement and Citizenship**	6. Increased reading achievement?			
	• Grade 4 (1994)	27%	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 **Teacher Education and Professional Development**	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	65%	61% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	89%	—	
GOAL 5 **Mathematics and Science**	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	40%	44%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	38%	39%	⇧
	• Females?	36%	40%	⇧
GOAL 6 **Adult Literacy and Lifelong Learning**	13. Increased adult literacy? (1992)	69%	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	58%	57% *	
GOAL 7 **Safe, Disciplined, and Alcohol- and Drug-free Schools**	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	16%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	39%	45% ns	⇔
GOAL 8 **Parental Participation**	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	22%	25% ns	⇔
	• Principals' perspective (1991, 1994)	16%	15% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	20%	23% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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WEST VIRGINIA

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	43%	43%	⇔
	2. Increased immunizations? (1994)	66%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	83%	87% ns	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	25%	26% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	12%	—	
	• Grade 8 (1990, 1992)	9%	10% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	66%	60% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	88%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	28 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	32%	38%	⇑
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	31%	32%	⇑
	• Females?	29%	35%	⇑
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	49%	50% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993, 1995)	18%	26%	⇓
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	39%	39%	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	26%	33%	⇓
	18. Reduced student victimization? (1993, 1995)	8%	7% ns	⇔
	Reduced teacher victimization? (1994)	13%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	32%	43%	⇓
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	23%	27% ns	⇔
	• Principals' perspective (1991, 1994)	12%	12%	⇔
	21. Increased influence of parent associations? (1991, 1994)	16%	17% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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WISCONSIN

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	42%	38%	⇧
	2. Increased immunizations? (1994)	76%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	93%	94% ns	⇔
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	33%	35% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	25%	—	
	• Grade 8 (1990, 1992)	23%	27% ns	⇔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	79%	63%	⇩
	9. Increased participation in professional development programs on selected topics? (1994)	84%	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	9 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	41%	42%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	39%	⇔
	• Females?	36%	38%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	62%	60% *	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	11%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1993)	29%	—	
	17. Reduced availability of drugs on school property? (1993)	20%	—	
	18. Reduced student victimization? (1993)	8%	—	
	Reduced teacher victimization? (1994)	15%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	41%	51%	⇩
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	19%	21% ns	⇔
	• Principals' perspective (1991, 1994)	9%	9%	⇔
	21. Increased influence of parent associations? (1991, 1994)	11%	21%	⇧

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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WYOMING

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	41%	40% ns	⇔
	2. Increased immunizations? (1994)	78%	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	91%	91%	⇔
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	33%	32% ns	⇔
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	19%	—	
	• Grade 8 (1990, 1992)	19%	21% ns	⇔
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	69%	72% ns	⇔
	9. Increased participation in professional development programs on selected topics? (1994)	85%	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	15 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	40%	43%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	43%	33%	⇩
	• Females?	35%	37%	⇧
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment? (1992, 1994)	47%	53% *	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1995)	22%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1995)	39%	—	
	17. Reduced availability of drugs on school property? (1995)	24%	—	
	18. Reduced student victimization? (1995)	7%	—	
	Reduced teacher victimization? (1994)	11%	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	28%	39%	⇩
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	15%	17% ns	⇔
	• Principals' perspective (1991, 1994)	7%	10% ns	⇔
	21. Increased influence of parent associations? (1991, 1994)	16%	19% ns	⇔

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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AMERICAN SAMOA

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	—	—	
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	—	—	
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	—	—	
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	—	—	
	• Females?	—	—	
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment?	—	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1993)	14%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1993)	23%	—	
	17. Reduced availability of drugs on school property? (1993)	14%	—	
	18. Reduced student victimization? (1993)	15%	—	
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

— Data not available. See pages 66-67.
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GUAM

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	35%	35%	⟷
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	—	—	
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	8%	8%	⟷
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	5%	—	
	• Grade 8 (1990, 1992)	4%	6%	⇑
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	34 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	26%	14%	⇓
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	0%	33%	⇑
	• Females?	24%	18%	⇓
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment?	—	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1995)	19%	—	
	Reduced alcohol use (5 or more drinks in a row)? (1995)	15%	—	
	17. Reduced availability of drugs on school property? (1995)	46%	—	
	18. Reduced student victimization? (1995)	9%	—	
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

△ Mathematics data have been revised. See Appendix B.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

NORTHERN MARIANAS

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	—	—	
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	—	—	
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	—	—	
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	—	—	
	• Females?	—	—	
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment?	—	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	—	—	
	17. Reduced availability of drugs on school property? (1993, 1995)	—	—	
	18. Reduced student victimization? (1993, 1995)	—	—	
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

△ Mathematics data have been revised. See Appendix B.

See pages 70-73 for a Guide to Reading the U.S. and State Pages.
See Appendix B for technical notes and sources.

PUERTO RICO

		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	48%	45%	↑
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2				
School Completion	5. Increased high school completion rate? (1990, 1994)	—	—	
GOAL 3				
Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	—	—	
GOAL 4				
Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5				
Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	—	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	31%	31%	↔
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	31%	31%	↔
	• Females?	29%	28%	↓
GOAL 6				
Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment?	—	—	
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	4%	7%	↓
	Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)	18%	20% ns	↔
	17. Reduced availability of drugs on school property? (1995)	21%	—	
	18. Reduced student victimization? (1995)	4%	—	
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8				
Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

— Data not available. See pages 66-67.
ns Interpret with caution. Change was atistically significant.

△ Mathematics data have been revised. See Appendix B.

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See Appendix B for technical notes and sources.

VIRGIN ISLANDS

		Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn	1. Reduced infants born with health risks? (1990, 1994)	—	—	
	2. Increased immunizations? (1994)	—	—	
	3. Increased family-child reading and storytelling?	—	—	
	4. Reduced the gap in preschool participation?	—	—	
GOAL 2 School Completion	5. Increased high school completion rate? (1990, 1994)	—	—	
GOAL 3 Student Achievement and Citizenship	6. Increased reading achievement?			
	• Grade 4 (1992, 1994)	—	—	
	7. Increased mathematics achievement? △			
	• Grade 4 (1992)	—	—	
	• Grade 8 (1990, 1992)	1%	1%	⇔
GOAL 4 Teacher Education and Professional Development	8. Increased secondary school teachers who hold a degree in main teaching assignment? (1991, 1994)	—	—	
	9. Increased participation in professional development programs on selected topics? (1994)	—	—	
GOAL 5 Mathematics and Science	10. Reduced mathematics achievement gap between state and highest scoring country? (1991 and 1992)	40 points	—	
	11. Reduced science achievement gap between state and highest scoring country?	—	—	
	12. Increased mathematics and science degrees awarded to (1991, 1994):			
	• All students?	25%	34%	⇧
	• Minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	23%	34%	⇧
	• Females?	23%	32%	⇧
GOAL 6 Adult Literacy and Lifelong Learning	13. Increased adult literacy? (1992)	—	—	
	14. Reduced the gap in adult education participation?	—	—	
	15. Increased postsecondary enrollment?	—	—	
GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools	16. Reduced marijuana use? (1991, 1995)	—	—	
	Reduced alcohol use (5 or more drinks in a row)? (1993, 1995)	9%	13% ns	⇔
	17. Reduced availability of drugs on school property? (1993, 1995)	27%	20% ns	⇔
	18. Reduced student victimization? (1993, 1995)	12%	11% ns	⇔
	Reduced teacher victimization? (1994)	—	—	
	19. Reduced student disruptions?			
	• Student reports	—	—	
	• Teacher reports (1991, 1994)	—	—	
GOAL 8 Parental Participation	20. Decreased schools with minimal parental involvement?			
	• Teachers' perspective (1991, 1994)	—	—	
	• Principals' perspective (1991, 1994)	—	—	
	21. Increased influence of parent associations? (1991, 1994)	—	—	

— Data not available. See pages 66-67.
ns Interpret with caution. Change was not statistically significant.

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Appendices

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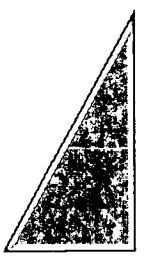

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Appendix A: Technical Notes and Sources for the National Core Indicators

General Information

Process of Choosing the Core Indicators

The core indicators were selected with the assistance of members of the Goals Panel's Resource and Technical Planning Groups, who were asked to recommend a small set of indicators for the core that were, to the extent possible:

- comprehensive across the Goals;
- most critical in determining whether the Goals are actually achieved;
- policy-actionable, so that policymakers and the public will have a better understanding of what they can do to improve education performance; and
- updated at frequent intervals, so that the Panel can provide regular progress reports.

It is important to understand that the indicators selected for the core are not necessarily the ideal measures of progress, nor are they all policy-actionable. They do represent, however, the best currently available measures at the national and the state levels.

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent

sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

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

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

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

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

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently; when respondents must estimate values; when coders, keyers, and other processors handle answers differently; when persons who should be included in the universe are not; or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and thus an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1994 health index varied from a high of 99.81 to a low of 75.38. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1991, 1992, 1993, and 1994; 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.

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

Source: Nicholas Zill and Christine Winquist Nord of Westat, 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, 1991, 1992, 1993, and 1994 birth certificate data needed to produce the index, July 1996.

2. 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.

3. Family-Child Reading and Storytelling

The population estimates for the National Household Education Survey (NHES) cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:93 was established as of January 1, 1993; age from the NHES:95 was established as of December 31, 1994; and age from the NHES:96 was established as of December 31, 1995.

In the NHES:93, information on daily reading was collected using two approaches with split-half samples. The two approaches did not result in significantly different estimates for daily reading among 3- to 5-year-old preschoolers. A combined measure using both items for NHES:93 is included in this report.

Sources: 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 1994.

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.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, Inc., August 1996.

4. Preschool Participation

The population estimates for the NHES 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; age from the NHES:95 was established as of December 31, 1994; and age from the NHES:96 was established as of December 31, 1995. 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 1994.

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 1994.

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.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, Inc., August 1996.

Goal 2: School Completion

5. High School Completion

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: U.S. Department of Commerce, Bureau of the Census, 1990-1995 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1996.

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 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 NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement levels with caution.

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

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

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

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

Only five academic subjects are included in the list of core indicators at the national level. Thus far, student achievement levels at the national level have been established by NAGB in only four of the core subject areas — reading, mathematics, history, and geography. The list of core indicators for Goal 3 will be expanded as new NAEP assessments are developed in other subject areas and achievement levels are established.

6. Reading Achievement

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

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

7. Writing Achievement

Although student achievement levels have not been established in writing, the data presented in the *Goals Report* are reported against a standard and do show whether students are performing at acceptable levels.

NAEP Writing Portfolio Study, 1992

To conduct the Writing Portfolio Study, NAEP asked a nationally representative subgroup of the 4th and 8th graders who participated in the 1992 NAEP writing assessment to work with their teachers and submit three pieces of writing from their Language Arts or English classes that represented their best writing efforts. Students were asked to give special preference to pieces developed using writing process strategies such as prewriting activities, consulting with others about writing, and revising successive drafts. They were also asked to select pieces that represented different kinds of writing (i.e., narrative, informative, or persuasive).

Papers were scored according to the following Narrative Scoring Guide.

Describing a single event:

1 **Event Description.** Paper is a list of sentences minimally related or a list of sentences that all describe a single event, or a description of a setting or character.

Writing about a series of events:

2 **Undeveloped Story.** Paper is a listing of related events. More than one event is described, but with few details about setting, characters, or the events. (Usually there is no more than one sentence telling about each event.)

3 **Basic Story.** Paper describes a series of events, giving details (in at least two or three sentences) about some aspect of the story (the events, the characters' goals, or problems to be solved). But the story may be undeveloped or lack cohesion because of problems with syntax, sequencing, or events missing.

Writing about a sequence of episodes:

4 **Extended Story.** Paper describes a sequence of episodes, including details about most story elements (i.e., setting, episodes, characters' goals, or problems to be solved). But the stories are confusing or incomplete (i.e., at the end of the story the characters' goals are ignored or problems inadequately resolved; the beginning does not match the rest of the story; the plot is weak; or the internal logic or plausibility of characters' actions is not maintained).

5 **Developed Story.** Paper describes a sequence of episodes in which most of the story elements are clearly developed (i.e., setting, episodes, characters' goals, or problems to be solved) with a simple resolution of these goals or problems at the end. The story may have one or two problems, or include too much detail, or the end may be inconsistent with the rest of the story; or the story may contain one highly developed episode with subplots.

6 **Elaborated Story.** Paper describes a sequence of episodes in which almost all story elements are well developed (i.e., setting, episodes, characters' goals, or problems to be solved). The resolution of the goals or problems at the end are elaborated. The events are presented and elaborated in a cohesive way.

Source: Claudia A. Gentile, James Martin-Rehrmann, and John H. Kennedy, *Windows into the Classroom, NAEP's 1992 Writing Portfolio Study* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995), 83 and 85.

8. Mathematics Achievement

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

The mathematics achievement results for 1990 and 1992 that were reported in the *1995 National Education Goals Report* have been revised. There were two technical errors in the computation of those data related to (1) the scoring of the open-ended (non-multiple choice) items, and (2) the setting of the achievement levels. The 1992 data contained both types of errors, and the 1990 data contained errors of the second type. The revised results are reported in the *1996 National Education Goals Report.*

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

9. History Achievement

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

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 examination 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 American College Testing (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 "cutpoints.") 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, Stephen Lazer, Clyde M. Reese, and Peggy Carr, *1994 NAEP U.S. History: A First Look* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

10. Geography Achievement

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

Source: Paul L. Williams, Clyde M. Reese, Stephen Lazer, and Sharif Shakrani, *1994 NAEP World Geography: A First Look* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

Goal 4: Teacher Education and Professional Development

11. Teacher Preparation

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

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

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

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

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

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

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

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or

- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or

- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or

- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

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

12. Teacher Professional Development

Source: 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.

Goal 5: Mathematics and Science

13. International Mathematics Achievement

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).

Source: 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.

14. International Science Achievement

See technical note under indicator 13.

Source: 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.

15. Mathematics and Science Degrees

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

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

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

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1994), which is 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 4.7, July 1996.

Goal 6: Adult Literacy and Lifelong Learning

16. Adult Literacy

Adult Literacy Scales

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

Prose literacy, selected as a core indicator for this report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article,

interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial. The five levels are:

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

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, DC: U.S. Department of Education, National Center for Education Statistics, September 1993), 17.

17. 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 1994.

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.

18. Participation in Higher Education

Sources: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1989-1995, unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., August 1996.

U.S. Department of Commerce, Bureau of the Census, 1992-1995 March Current Population Surveys, unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., June 1996.

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

19. Overall Student Drug and Alcohol Use

Use of any illicit drug includes any use of marijuana, hallucinogens, cocaine, heroin, or any use of inhalants, stimulants, or tranquilizers not under a doctor's orders.

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, May 1996).

20. Sale of Drugs at School

Source: *Ibid.*

21. Student and Teacher Victimization

Student Victimization

Source: *Ibid.*

Teacher Victimization

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, unpublished tabulations prepared by Westat, Inc., August 1994.

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.

22. Disruptions in Class by Students

Student Reports

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, May 1996).

Teacher Reports

See technical note for Goal 4, indicator 11 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.

Goal 8: Parental Participation

23. Schools' Reports of Parent Attendance at Parent-Teacher Conferences

An elementary school was any school where the highest grade identified on the survey questionnaire was 6 or lower. A middle school was any school where the highest grade identified was 7 or 8, and three or fewer grades were served. All other schools (for example, where the highest grade identified was 7 or 8, and more than three grades were served) were not included in the analysis.

Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Family and School Partnerships in Public Schools, K-8, FRSS 58, 1996, unpublished tabulations prepared by Westat, Inc., August 1996.

24. Schools' Reports of Parent Involvement in School Policy Decisions

See technical note under indicator 23.

Source: *Ibid.*

25. Parents' Reports of Their Involvement in School Activities

In the NHES:96, data for the three variables included in this report (attendance at a general school meeting, attendance at a school or class event, and acting as a volunteer at the school or serving on a school committee) were collected for a split-half of the sample. The other split-half of the sample included items that were worded slightly differently.

Sources: 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.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, Inc., August 1996.

Readers interested in further information from data sources for the national core indicators presented in the *1996 Goals Report* can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
Fast Response Survey System (FRSS)	National Center for Education Statistics (NCES)	Judi Carpenter (202) 219-1333
Integrated Postsecondary Education Data System (IPEDS)	NCES	Roslyn Korb (202) 219-1587
International Education Surveys	NCES	Eugene Owen (202) 219-1746
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 Health Interview Survey Immunization Section	Centers for Disease Control and Prevention	Ed Maes (404) 639-8245
National Household Education Survey (NHES)	NCES	Kathryn Chandler (202) 219-1767
NHES Adult Education Component	NCES	Peter Stowe (202) 219-1363
NCES items in the Current Population Survey (CPS)	NCES	Elvira Hausken (202) 219-1623
Schools and Staffing Survey (SASS)	NCES	Daniel Kasprzyk (202) 219-1588
SASS Teacher Followup Survey	NCES	Mary Rollefson (202) 219-1336

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:

Carl Schmitt
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
555 New Jersey Ave, NW
Washington, DC 20208-5651
(202) 219-1642

Appendix B: Technical Notes and Sources for the State Core Indicators

See general technical notes regarding the process of choosing the core indicators, data accuracy, sampling errors, and nonsampling errors in Appendix A.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1994 health index varied from a high of 99.81 to a low of 75.38. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1994; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

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

Source: Nicholas Zill and Christine Winquist Nord of Westat, 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 1994 birth certificate data needed to produce the index, July 1996.

2. Immunizations

Source: Data from the 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 620.

3. Family-Child Reading and Storytelling

No comparable state data currently available.

4. Preschool Participation

No comparable state data currently available.

Goal 2: School Completion

5. High School Completion

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

Because of small sample sizes, the state-level completion data are calculated using three-year averages.

Source: U.S. Department of Commerce, Bureau of the Census, 1989-1995 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1996.

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement

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

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

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

National Assessment Governing Board (NAGB) Achievement Levels

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

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

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

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

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

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

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

6. Reading Achievement

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

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

New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates.

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

7. Mathematics Achievement

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

The mathematics achievement results for 1990 and 1992 that were reported in the *1995 National Education Goals Report* have been revised. There were two technical errors in the computation of those data related to (1) the scoring of the open-ended (non-multiple choice) items, and (2) the setting of the achievement levels. The 1992 data contained both types of errors, and the 1990 data contained errors of the second type. The revised results are reported in the *1996 National Education Goals Report.*

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

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

Goal 4: Teacher Education and Professional Development

8. Teacher Preparation

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

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

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

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

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

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

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

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or

- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or

- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

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

9. Teacher Professional Development

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

Goal 5: Mathematics and Science

10. International Mathematics Achievement

International comparisons have been drawn between countries participating in the 1991 International Assessment of Educational Progress (IAEP) and states participating in the 1992 NAEP. Representative samples of 9- and 13-year-old students were tested in mathematics in 20 countries. Those countries decided to adopt the 1990 NAEP objectives in mathematics as a blueprint for the construction of the IAEP mathematics assessment. Even with differences in the target population and timing, there was substantial overlap between the NAEP and the IAEP. By linking the IAEP scale to the NAEP scale, it is possible to predict the percentages of 13-year-olds in each of the 20 countries that participated in the 1991 IAEP in mathematics who would have performed at or above each of the three achievement levels established by the NAGB for U.S. students. These predictions can then be compared with actual performance of U.S. 8th graders in public schools in the 1992 mathematics assessment with respect to these same criteria. For this report, Taiwan, the highest-scoring country, was selected for comparison to the United States. (See the general technical notes for Goal 3 regarding NAEP and the NAGB achievement levels.)

Source: Peter Pashley and Gary W. Phillips, *Toward World-Class Standards: A Research Study Linking International and National Assessments* (Princeton, NJ: Educational Testing Service, June 1993).

11. International Science Achievement

No comparable state data currently available.

12. Mathematics and Science Degrees

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

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

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

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1994), which is 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 4.7, July 1996.

Goal 6: Adult Literacy and Lifelong Learning

13. Adult Literacy

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

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

> *Level 1* – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

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

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

14. Participation in Adult Education

No comparable state data currently available.

15. Participation in Higher Education

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

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

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

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

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

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

16. Overall Student Drug and Alcohol Use

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

In previous reports, 1990 data on alcohol and drug use were reported for several states. For the *1996 National Education Goals Report*, the Centers for Disease Control and Prevention recommended that the 1990 data not be used for comparison with subsequent years, due to substantial changes in the wording of survey questions. For this reason, 1991 has been established as the new baseline year.

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

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

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

17. Availability of Drugs on School Property

See technical note under indicator 16.

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

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

18. Student and Teacher Victimization

Student Victimization

See technical note under indicator 16.

Source: *Ibid.*

Teacher Victimization

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

19. Disruptions in Class by Students

Student Reports

No comparable state data currently available for student reports of class disruptions.

Teacher Reports

See technical note for Goal 4, indicator 8 regarding the definition of a secondary teacher.

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

Goal 8: Parental Participation

20. Parental Involvement in Schools

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

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

21. Influence of Parent Associations

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

Readers interested in further information from data sources for the state core indicators presented in the *1996 Goals Report* can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
National Adult Literacy Survey (NALS)	National Center for Education Statistics (NCES)	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP)	NCES	Gary Phillips (202) 219-1761
Schools and Staffing Survey (SASS)	NCES	Daniel Kasprzyk (202) 219-1588
SASS Teacher Followup Survey	NCES	Mary Rollefson (202) 219-1336
Youth Risk Behavior Survey (YRBS)	Centers for Disease Control and Prevention	Laura Kann (770) 488-5336

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.

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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.

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The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the *1996 National Education Goals Report*. Some served on the Panel's Working Group as staff to Goals Panel members. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production. We extend a special thanks to Lori Gremel and Tim Kelly, representatives of the 1995-96 Chair of the Panel, Governor John Engler of Michigan, for their contributions. We remain appreciative of the good counsel and support we received from all.

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