

EDUCATION PANEL RELEASES REPORT ON PROGRESS TOWARD GOALS

From U.S. Dept. of Education

■(WASHINGTON) This week the National Education Goals Panel issued its 6th annual report on progress towards the eight National Education Goals. This year's report focuses on academic standards and student assessment.

To get a copy of the report call (202) 632-0952, e-mail (LLawrenc@inet.ed.gov), or write the National Education Goals Panel at 1255 22nd Street, NW, Suite 502, Washington, D.C. 20037.

Following are the goals.

GOAL 1: Ready to Learn — All children in America will start school ready to learn.

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

- 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.

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

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

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

GOAL 2: School Completion — The high

school graduation rate will increase to at least 90 percent.

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

- 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.

GOAL 3: Student Achievement and Citizenship — 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, the 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- In 1994, approximately one in four 4th, 8th, and 12th graders met the Goals Panel's performance standard in geography.

- 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.

GOAL 4: Teacher Education and Professional Development — 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.

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

- In 1994, 85 percent 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.

GOAL 5: Mathematics and Science — United States students will be first in the world in mathematics and science achievement.

- In 1991, American 13-year-olds were outperformed students in Hungary, Korea, 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

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It's a fact: Ralph Waldo Ellison, novelist and essayist was born in Oklahoma City on March 1, 1914. He attended Douglass High School and was inducted into the Oklahoma Journalism Hall of Fame in 1982. One of his most recognized novels, The Invisible Man, with its theme of racism, has been called one of the most important novels of all time.

Courtesy:

Oklahoma Dept. of Commerce