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areas tested.

- In 1991, American 13-year-olds were outperformed by students in Hungary, Korea, and Taiwan in 3 out of 4 areas tested on an international science assessment.

- In 1991, 39 percent of all Bachelor's degrees were earned in mathematics or science, compared to 39 percent of degrees earned by minorities and 35 percent 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.

GOAL 6: Adult Literacy and Lifelong Learning — 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.

- Nearly half of all American adults read and write at the two lowest of five levels of English proficiency; 52 percent 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.

- 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.

- 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.

- 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.

GOAL 7: Safe, Disciplined, and Alcohol

and Drug-Free Schools — 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.

- 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 percent to 36 percent.

- 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.

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

- 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.

- 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.

- In 1992, 17 percent 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

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

GOAL 8: Parental Participation — Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

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

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

— In 1993, 63 percent 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.

