

FEDERAL NEWS WEEKLY SUMMARY CONTINUED



paring Key Organizational Qualities of American Public & Private Secondary Schools

✓ Historically Black Colleges & Universities: 1976-1994

✓ Degrees & Other Awards Conferred by Institutions of Higher Education, 1993-94.

—U.S. DEPT. OF EDUCATION
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EDUCATION PANEL RELEASES REPORT ON PROGRESS TOWARD GOALS

■(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.

- The United States was also successful in reducing disparities between White and minority infants born with one or more health risks.

- 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.

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.

GOAL 3: Student Achievement and Citi-

zenship — 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.

- 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.

- 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.

"The firmest line that can be drawn upon the smoothest paper is still jagged edges if seen through a microscope. This does not matter until important deductions are made on the supposition that there are no jagged edges."

Samuel Butler (II)
Notebooks, 1912

- 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.

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.

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 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.

- 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.

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