

HAGER SHARP

Communications
Public Affairs
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October 18, 1999

To: Karen Coleman

From: Stephanie Drea
Executive Vice President, Hager Sharp Inc.

Re: Follow up regarding the National Education Goals Panel Video Project

The National Education Goals Panel will commemorate the 10th anniversary of the Charlottesville Summit and the creation of the National Education Goals at an anniversary dinner in Washington, D.C. on December 1.

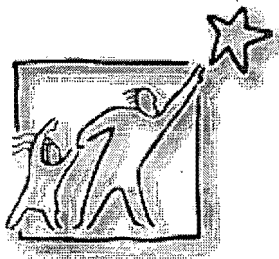
Special funding has been obtained to create a video to recognize, reflect and celebrate the creation of the education goals, the Goals Panel and most importantly, the role of the leaders in this historic initiative, especially President Clinton and former President Bush.

We anticipate that this video will not exceed 20 minutes and will be made up of dialogue from the two presidents – along with comments from the governors and former governors who have served as chairmen of the NEGP.

In that regard, we would appreciate the opportunity to President Clinton respond to a group of questions posed to him. Those questions are as follows:

- What were your original expectations for the national education goals?
- What was your role at the Charlottesville Summit?
- How did you go about building such a historic bipartisan consensus?
- What do you believe the national education goals have accomplished (or helped to accomplish) during this decade?
- What are the big issues in education that will need to be addressed in the next decade?
- How can the Goals be used to keep education front and center?

It is our hope to have all of the video footage shot in the next two-to-three weeks so that the final video can be put together by mid-November. Karen, thanks for looking into this.



National Education Goals

Building a Nation of Learners

Published by the National Education Goals Panel

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National Education Goals Panel

The National Education Goals Panel is an independent executive branch agency of the federal government charged with monitoring national and state progress toward the National Education Goals.

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- 1998 House Appropriations Subcommittee Hearings: Statement of Ken Nelson

What is the National Education Goals Panel?

The National Education Goals Panel is a unique bipartisan and intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward achieving the National Education Goals. In 1994, the Goals Panel became a fully independent federal agency charged with monitoring and speeding progress toward the eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support systemwide reform, including:

- Reporting on national and state progress toward the Goals over a 10-year period;
- Working to establish a system of high academic standards and assessments;
- Identifying actions for federal, state, and local governments to take; and
- Building a nationwide, bipartisan consensus to achieve the Goals.

Goals Panel Membership

LIST OF MEMBERS AS OF March 2, 1999

Panel members include five governors, four members of Congress, three state legislators, and two Administration officials.

Governors	Members of the Administration	State Legislators
<u>Paul E. Patton</u> (D) Kentucky, Chair, 1999	<u>Richard W. Riley</u> (D) U.S. Secretary of Education	State Representative G. Spencer Coggs (D) Wisconsin
<u>John Engler</u> (R) Michigan	<u>Michael Cohen</u> Special Assistant to the U.S. Secretary of Education	State Representative Mary Lou Cowlshaw (R) Illinois
<u>James B. Hunt Jr.</u> (D) North Carolina	Members of Congress	State Representative Douglas R. Jones (R) Idaho
<u>Tommy G. Thompson</u> (R) Wisconsin	<u>U.S. Senator Jeff Bingaman</u> (D) New Mexico	
<u>Cecil Underwood</u> (R) West Virginia	<u>U.S. Representative William F. Goodling</u> (R) Pennsylvania	
	<u>U.S. Senator James Jeffords</u> (R) Vermont	
	<u>U.S. Representative Matthew G. Martinez</u> (D) California	

Contacting the NEGP

The National Education Goals Panel can be contacted in the following ways.

By mail:
1255 22nd Street, NW, Suite 502
Washington, DC 20037

By fax:
202-632-0957 or 202-632-1032

By e-mail:
NEGP@ed.gov

If you would like to order a publication from the NEGP, please use the Publication Request Form.

Resources Available from the NEGP

The NEGP publishes a variety of materials including the annual reports, papers on special topics and guidebooks. Review the List of Available Reports for brief descriptions of some of the Panel's more popular publications. You can also view and download these documents. Submit your request with the Publication Request Form. All NEGP publications are free of charge.

Advisory Committees and Initiatives

The Goals Panel recently completed two initiatives to move the nation and the states closer to Goal achievement. The first, Goals 3-4-5 Standards Implementation initiative, focused on the implementation of state standards and recommended ways to make the implementation process more effective. The second, the Goal 1 Early Childhood Initiative, provided a series of publications related to getting all children ready to learn.



Paul D. Glastris
10/25/99 02:14:02 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP, Joshua S. Gottheimer/WHO/EOP@EOP

cc:

Subject: draft of Ed video script

What is your most vivid memory of the Charlottesville summit?

What I remember most is sitting for hours and hours in a room at the Boars Head Inn in Charlottesville, with Governor Terry Branstad, who was then head of the NGA, Governor Carroll Campbell—he and I were co-chairs of the NGA education committee—and Roger Porter from the White House. We stayed up until 2 a.m., and finally negotiated the wording on a joint statement that sealed the partnership between the states and the federal government on education reform.

What was the legacy of Charlottesville?

I think Charlottesville had four profoundly important effects. First, it engaged the federal government to help the states carry forward with reforms that they had already started. And I think that was an important breakthrough. Without the federal government playing its role—granting more flexibility, demanding more accountability, providing more investment in education—I don't think we would have had the same level of progress—in rising test scores, for instance—that we have seen in over the last decade. .

Second, in Charlottesville we created, for the first time, a set of clear education goals for the nation—having demanding academic curricula in every classroom, reducing school violence, making sure children start school ready to learn, and so on. These goals became—and still are—the North Star of all of our efforts on education reform. They define where we need to go, and thereby energize and focus everything we do.

Third, by setting as a goal that all students should master challenging academic material, we created the need for mechanism to define what mastery is. That set in motion the whole drive for standards that started in the states and was finally incorporated in our Goals 2000 legislation of 1994 and in the creation of the National Education Goals Panel. And if you consider that in 1994 only a handful of states had academic standards, and today, nearly every state has standards, you realize that we have made extraordinary progress.

Fourth, I believe we showed in Charlottesville that the best way to make progress on education is to put politics aside and work together in a bipartisan spirit. Back in 1989, in that room in the Boars Head Inn, we all knew who was a Republican and who was a Democrat.

But we didn't let that get in the way of doing the right thing for our children and our schools. We need to do that today.

What are the big issues in education that will need to be addressed in the next decade?

Clearly, the standards movement has made great strides, but with increasing mobility and the spread of information based-technology, we must take standards to the next level. Parents have to know not only how their children are doing compared to other children in their schools, school districts, and states, but also how well they are doing compared to other children around the country.

We must also push ahead on subject that we agreed to at Charlottesville Summit—that in addition to standards, we need to hold students, teachers, principals, and everyone else accountable for meeting those standards. I have proposed measures to help advance accountability, just as we advanced the cause of standards with our Goals 2000 legislation.

Now, if we are going to hold students and schools accountable for higher standards, I believe we have an obligation to provide them with the tools they need meeting those standards—through more after-school and summer school program, more and better teachers, and smaller classes. Finally, I think we must continue to give parents a greater say in where their children go to school within the public system, by expanding charter schools. When I was first elected there was only 1 charter school operating in this country, now there are more than 1700. I'm working to reach our goal of 3000 charter schools by the end of my administration.

UNITED STATES

Baseline	Update	Progress?
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GOAL 1 Ready to Learn

- | | | | |
|---|-----------|-------------------------|---|
| 1. Children's Health Index: Has the U.S. reduced the percentage of infants born with 1 or more of 4 health risks? (1990 vs. 1996) | 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 vs. 1997) | 75% | 78% | ↑ |
| 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 vs. 1996) | 66% | 72% | ↑ |
| 4. Preschool Participation: Has the U.S. reduced the gap (in percentage points) in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991 vs. 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 vs. 1997) | 86% | 86% | ↔ |
|---|-----|-----|---|

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 vs. 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 vs. 1996) | | | |
| Grade 4 | 13% | 21% | ↑ |
| Grade 8 | 15% | 24% | ↑ |
| Grade 12 | 12% | 16% | ↑ |
| 9. Science Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in science? (1996) | | | |
| Grade 4 | 29% | -- | |
| Grade 8 | 29% | -- | |
| Grade 12 | 21% | -- | |
| 10. 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%	--
11. 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

- | | | | |
|--|-----|-----|---|
| 12. 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 vs. 1994) | 66% | 63% | ↓ |
| 13. Teacher Professional Development: Has the U.S. increased the percentage of teachers reporting that they participated in professional development programs on 1 or more topics since the end of the previous school year? (1994) | 85% | -- | |

GOAL 5 Mathematics and Science

- | | | | |
|---|--|-----|---|
| 14. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments? (1995) | | | |
| Grade 4 | 7 out of 25 countries scored above the U.S. | | |
| Grade 8 | 20 out of 40 countries scored above the U.S. | | |
| Grade 12 | 14 out of 20 countries scored above the U.S. | | |
| 15. International Science Achievement: Has the U.S. improved its standing on international science assessments? (1995) | | | |
| Grade 4 | 1 out of 25 countries scored above the U.S. | | |
| Grade 8 | 9 out of 40 countries scored above the U.S. | | |
| Grade 12 | 11 out of 20 countries scored above the U.S. | | |
| 16. Mathematics and Science Degrees: Has the U.S. increased mathematics and science degrees (as a percentage of all degrees) awarded to: | | | |
| all students? (1991 vs. 1995) | 39% | 42% | ↑ |
| minorities (Blacks, Hispanics, American Indians/Alaskan Natives)? (1991 vs. 1995) | 39% | 40% | ↑ |
| females? (1991 vs. 1995) | 35% | 37% | ↑ |

GOAL 6 Adult Literacy and Lifelong Learning

- | | | | |
|---|-----------|-------------------------|---|
| 17. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992) | 52% | -- | |
| 18. Participation in Adult Education: Has the U.S. reduced the gap (in percentage points) 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 vs. 1995) | 27 points | 32 points | ↓ |
| 19. Participation in Higher Education: Has the U.S. reduced the gap (in percentage points) between White and Black high school graduates who: | | | |
| enroll in college? (1990 vs. 1996) | 14 points | 11 points ^{ns} | ↔ |
| complete a college degree? (1992 vs. 1997) | 16 points | 21 points | ↓ |

Has the U.S. reduced the gap (in percentage points) between White and Hispanic high school graduates who:

enroll in college? (1990 vs. 1996)

11 points 9 points^{ns} ↔

complete a college degree? (1992 vs. 1997)

15 points 17 points^{ns} ↔

GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools

20. **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 vs. 1997)

24% 40% ↓

using alcohol? (1993 vs. 1997)

63% 65%^{ns} ↔

21. **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 vs. 1997)

18% 33% ↓

22. **Student and Teacher Victimization:** Has the U.S. reduced the percentages of students and teachers reporting that they were threatened or injured at school during the previous year?

10th grade students (1991 vs. 1997)

40% 33% ↑

public school teachers (1991 vs. 1994)

10% 15% ↓

23. **Disruptions in Class by Students:** Has the U.S. reduced the percentages of students and teachers reporting that student disruptions interfere with teaching and learning?

10th grade students (1992 vs. 1997)

17% 18%^{ns} ↔

secondary school teachers (1991 vs. 1994)

37% 46% ↓

GOAL 8 Parental Participation

24. **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% --

25. **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)

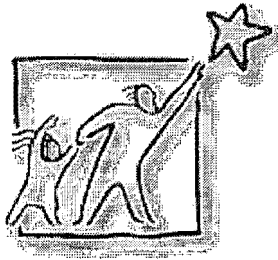
41% --

26. **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 vs. 1996)

63% 62%^{ns} ↔

-- Data not available.

^{ns} Interpret with caution. Change was not statistically significant.



National Education Goals

Building a Nation of Learners

Published by the National Education Goals Panel

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National Findings

In this year's report the United States received:

- ↑ 10 arrows pointing upward for significant improvement;
- 10 horizontal arrows indicating where there has been no significant change in performance; and
- ↓ 8 arrows pointing downward for significant declines in performance.

Areas of improvement

The 10 arrows that were awarded for significant improvement are associated with Goals 1, 3, 5, and 7:

Goal 1: Ready to Learn

- ↑ The proportion of infants born with one or more of four health risks has decreased.
- ↑ The percentage of 2-year-olds who have been fully immunized against preventable childhood diseases has increased.
- ↑ ! The percentage of families who are reading and telling stories to their children on a regular basis has increased.

Goal 3: Student Achievement and Citizenship

The percentages of students who are proficient in mathematics have risen in:

- ↑ Grade 4;
- ↑ Grade 8; and
- ↑ Grade 12.

Goal 5: Mathematics and Science

The proportion of college degrees awarded in mathematics and science has increased. This is true for:

- ↑ all students;
- ↑ minority students; and
- ↑ female students.

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

- ↑ The percentage of students who report that they have been threatened or injured at school has decreased.

Areas of decline

The 8 arrows that were awarded for significant declines in national performance are associated with Goals 3, 4, 6, and 7:

Goal 3: Student Achievement and Citizenship

- ↓ The percentage of students who are proficient in reading has declined at Grade 12 (but the percentages have not changed significantly at Grades 4 and 8).

Goal 4: Teacher Education and Professional Development

- ↓ The percentage of secondary school teachers who hold a degree in their main teaching assignment has decreased.

Goal 6: Adult Literacy and Lifelong Learning

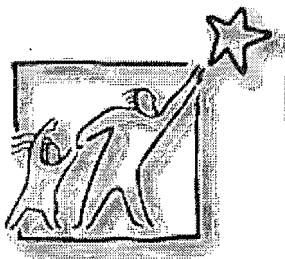
- ↓ Fewer adults with a high school diploma or less (who need additional training the most) are participating in adult education, compared to those who have postsecondary education.
- ↓ The gap between the percentages of White and Black high school graduates who complete a college degree has grown larger.

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

- ↓ Student drug use has become more widespread.
- ↓ The percentage of students reporting that someone offered to sell or give them drugs at school has increased.
- ↓ The percentage of public school teachers reporting that they were threatened or injured at school has increased.
- ↓ A higher percentage of secondary school teachers report that student disruptions in their classrooms interfere with their teaching.

Goals**Progress****U.S. & State
Scorecards****Site
Overview****Publications****State
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National Education Goals

Building a Nation of Learners

Published by the National Education Goals Panel

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1998 National Education Goals Report

This year's report shows that the nation has made some important progress, particularly with regard to Goal 1: Ready to Learn, Goal 3: Student Achievement and Citizenship, and Goal 5: Mathematics and Science. However, the nation is far from where it should be if we expect to achieve the National Education Goals by the end of the decade. Progress has been uneven, and performance has actually slipped in some areas.

But this does not mean that this effort has been in vain. The National Education Goals Panel acknowledges that the Goals are extremely ambitious and that they will not be easy to achieve. They were purposely designed to set high expectations for education performance at every stage of a learner's life, from the preschool years through adulthood. The Goals Panel also recognizes that the amount of effort required to achieve the Goals will be greater for some states than for others, since states began the decade at different starting points.

Despite these challenges, evidence suggests that state efforts are beginning to pay off. Not only have some individual states made remarkable progress toward the Goals, but some have made progress in multiple areas. The National Education Goals Panel realizes that these accomplishments are no small feat, and believes that they deserve to be recognized and celebrated. Our aim is to judge the nation and the states not simply by where they are now, but by how much progress they have made.

Each of the 33 state-level indicators is profiled on a separate page. Four types of information are presented:

1. State status report. At the top of each state page is a tally of the numbers of states in which performance on the indicator:

- ↑ has gotten significantly better;
- ↔ has not changed significantly; or
- ↓ has gotten significantly worse.

Only states that have participated in at least two data collections (so that they have both a baseline measure and an update) are included in these counts. Without at least two data points, changes in performance cannot be measured. For some indicators, such as science achievement, data have been collected only once at the state level. In these cases, changes in state performance cannot be reported for any state.

2. Improvement over time. The first box on each of the state pages identifies all of the states that have made significant progress on the indicator, as measured against their own starting points.

Only states that have made statistically significant improvements are included on these lists. If data have been collected only once at the state level, improvement over time cannot be reported for any state.

3. Highest-performing states. The second box on each of the state pages lists the states that were among the highest performers on the most recent assessment. "Highest-performing" does not necessarily mean that the Goals Panel considers performance in these states to be as high as it should be in order to meet the Goal. It is simply a means of recognizing those states that are doing particularly well relative to others, and that are closest to achieving the Goal by this measure of progress.

"Highest-performing states" were defined as follows:

- *When comparable national data were available, "highest-performing states" were defined as those in which state performance was significantly higher than the national average. This does not mean that merely being "above average" is the target to which states should aspire. It is simply a statistical means of determining which states would*

be clustered at the upper levels of performance. U.S. averages are shown only when data were comparable at the national and state levels.

- *For some of the state indicators, either (a) no comparable national data were available, (b) the indicators differed at the national and state levels, or (c) the data were based on entire populations rather than samples. In such cases, "highest-performing states" were defined as those that placed among the top five states when ranked from top to bottom. More than five states are shown in cases of ties.*
- *For the international mathematics and science achievement indicators (16a and 16b), "highest-performing states" were defined as those that would be expected to be outperformed by the fewest countries on international mathematics and science assessments.⁵*

4. Most-improved states. The third box on each of the state pages gives special recognition to the states that have made the greatest improvements over time. These states may not yet be among the highest-performing states in the nation, but they were the most successful at pushing their performance in the right direction. "Most-improved" does not necessarily mean that the Goals Panel considers the amount of progress made to be sufficient. It is simply a means of recognizing those states that have made the greatest progress toward the Goal by this measure.

"Most-improved states" were defined as the five states that had the greatest percentage-point changes in performance in the appropriate direction, as measured against their own baselines. States are listed only if the amount of change was statistically significant. More than five states are shown in cases of ties, and fewer are shown in cases where fewer than five states made significant improvements.

Areas of improvement

In this year's report 18 states received 10 or more arrows pointing upward for significant improvement during the 1990s. North Carolina led the states, with significant improvement on 14 measures, followed by South Carolina with 13, and California, Colorado, and Texas with 12.

Key improvements made by states during the 1990s are as follows:

Goal 1: Ready to Learn

- ↑ 35 states reduced the percentage of infants born with one or more of four health risks.
- ↑ 50 states increased the percentage of mothers receiving early prenatal care.
- ↑ 47 states increased the proportion of children with disabilities participating in preschool.

Goal 2: School Completion

- ↑ 10 states increased the high school completion rate among young adults.

Goal 3: Student Achievement and Citizenship

- ↑ 27 states increased the percentage of 8th graders who are proficient in mathematics.
- ↑ 50 states increased the proportion of scores on Advanced Placement examinations that were high enough to qualify for college credit.

Goal 4: Teacher Education and Professional Development

- ↑ 17 states increased the percentage of public school teachers who received support from a master or mentor teacher during their first year of teaching.

Goal 5: Mathematics and Science

- ↑ 47 states increased the percentage of degrees earned by all students that were awarded in mathematics or science.
- ↑ 33 states increased the percentage of degrees earned by minority students that were awarded in mathematics or science.
- ↑ 42 states increased the percentage of degrees earned by female students that were awarded in mathematics or science.

Goal 6: Adult Literacy and Lifelong Learning

- ↑ 10 states increased voter registration.
- ↑ 39 states increased the percentage of high school graduates who immediately enrolled in college.

Goal 8: Parental Participation

- ↑ 17 states increased the influence of parent associations on public school policies.

Areas of decline

Areas in which large numbers of states showed significant declines in performance during the 1990s are as follows:

Goal 1: Ready to Learn

- ↔ In 32 states, the percentage of infants born at low birthweight has increased.

Goal 2: School Completion

- ↔ In 10 states, the high school dropout rate has increased.

Goal 5: Mathematics and Science

- ↔ In 15 states, the percentage of degrees awarded to minority students that were in mathematics or science has decreased.

Goal 6: Adult Literacy and Lifelong Learning

- ↔ In 11 states, lower percentages of students are enrolling in college immediately after high school.

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

- ↔ In 16 states, student marijuana use has become more widespread.
- ↔ In 15 states, higher percentages of students report that drugs are available on school property.
- ↔ In 37 states, higher percentages of public school teachers report that student disruptions in class interfere with their teaching.

Highest-performing states

The states that were most frequently among the top performers on measures of progress toward the National Education Goals were Maine (21 times), Connecticut (20 times), and North Dakota (17 times). States that are doing particularly well in each of the Goal areas, relative to others, are as follows:

Goal 1: Ready to Learn

States in New England are consistently among the highest-performing states on the health and preschool measures of progress toward Goal 1. Vermont placed among the highest-performing states on 2 out of 5 indicators; Connecticut, Massachusetts, and Rhode Island placed among the highest-performing states on 3 out of 5 indicators; and Maine and New Hampshire placed among the highest-performing states on 4 out of 5 indicators.

Goal 2: School Completion

Fifteen states have already met Goal 2. In 1996, the high school completion rate of the 18- to 24-year-olds in each of these states was already at or above 90%:

1. Connecticut
2. Hawaii
3. Kansas
4. Maine
5. Maryland
6. Massachusetts
7. Michigan
8. Minnesota
9. Nebraska
10. New Hampshire
11. New York
12. Utah
13. Virginia
14. West Virginia
15. Wisconsin

Goal 3: Student Achievement and Citizenship

As a general rule, states in the upper Midwest and in New England have the highest percentages of students who are proficient in reading, mathematics, and science. Iowa, Minnesota, Montana, North Dakota, and Wisconsin were among the highest-performing states 3 out of 4 times in these subjects at Grades 4 and 8. Connecticut and Maine placed among the highest performers 4 out of 4 times.

Goal 4: Teacher Education and Professional Development

In Florida and Oklahoma, nearly half of all public school teachers report that they received support from a master or mentor teacher during their first year of teaching.

In North Dakota and Rhode Island, 100% of the public secondary school teachers hold teaching certificates in their main teaching assignments.

Goal 5: Mathematics and Science

In 8th grade science, 14 states would be expected to perform as well as, or better than, 40 out of 41 nations, including Canada, England, France, Germany, Hong Kong, Japan, Korea, and the Russian Federation. Only Singapore would be expected to outperform these states:

1. Colorado
2. Connecticut
3. Iowa
4. Maine
5. Massachusetts
6. Minnesota⁶
7. Montana
8. Nebraska
9. North Dakota
10. Oregon
11. Utah
12. Vermont
13. Wisconsin
14. Wyoming

Goal 6: Adult Literacy and Lifelong Learning

Nearly six out of ten adults in Indiana and nearly seven out of ten adults in Washington scored at the three highest levels of proficiency on a 1992 adult literacy assessment.

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

South Dakota presents the most favorable conditions regarding school safety, discipline, and student drug and alcohol use. South Dakota placed among the highest-performing states 5 out of 9 times on measures of progress toward Goal 7.

Goal 8: Parental Participation

Maine, Minnesota, Nebraska, North Dakota, and Vermont each ranked among the highest-performing states on 2 out of 3 measures of progress toward Goal 8.

Most-improved states

The states that ranked among the most-improved states the greatest number of times on measures of progress toward the National Education Goals were the District of Columbia and North Carolina (7 times each), followed by South Carolina and West Virginia (6 times each), and New York and Connecticut (5 times each).

Some of the largest percentage-point increases made at the state level during the 1990s are as follows:

Goal 1: Ready to Learn

In 1990, nearly half of the infants in the District of Columbia were born with one or more of four health risks that can adversely affect their later health, behavior, and academic achievement. In six years' time, the District of Columbia reduced the proportion of infants born with these health risks by 11 percentage points, from 48% to 37%.

In 1994, no state had a lower immunization rate for 2-year-olds than Michigan (61%). In three years' time, Michigan increased its immunization rate by 16 percentage points. Nearly 8 in 10 Michigan 2-year-olds are now fully immunized against preventable childhood diseases.

In 1990, the percentage of mothers in New Mexico who received early prenatal care was 57%, a rate that was 30 percentage points lower than the highest-performing state and among the lowest in the nation. In six years' time, New Mexico increased the percentage of mothers receiving early prenatal care by 12 percentage points. Seven out of ten New Mexican mothers now receive early prenatal care.

Goal 2: School Completion

In 1990, no state had a lower high school completion rate than Tennessee (77%). Over a six-year period, Tennessee increased its high school completion rate significantly, to 84%.

Goal 3: Student Achievement and Citizenship

Over a six-year period, North Carolina more than doubled the proportion of its 8th graders who are proficient in mathematics, from 9% to 20%.

In addition, Minnesota and Michigan increased the proportions of their 8th graders who are proficient in mathematics by 11 and 12 percentage points, respectively. Texas increased its proportion of proficient 4th graders by 10 percentage points.

Goal 4: Teacher Education and Professional Development

In 1991, approximately one-fifth of the public school teachers in Pennsylvania, New York, and Virginia had received support from a master or mentor teacher during their first year of teaching. Three years later, nearly one-third of the teachers in these states had received this kind of support. In North Carolina and Kentucky, the proportions increased from approximately one-fourth to more than one-third.

Goal 5: Mathematics and Science

Between 1991 and 1995, the proportion of college degrees earned by female students in Connecticut that were awarded in mathematics and science rose from 37% to 47%.

Goal 6: Adult Literacy and Lifelong Learning

In 1992, only 33% of the high school graduates in the District of Columbia immediately went on to attend a 2-year or 4-year college. By 1996, that figure had jumped 25 percentage points, to 58%.

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

During the 1990s, three states and one territory significantly reduced the percentage of public high school students reporting that they carried a weapon on school property: North Carolina, South Carolina, Wisconsin, and American Samoa. In 1997, no state had a lower percentage of students who reported carrying weapons on school property than Wisconsin (5%).

Goal 8: Parental Participation

In three years' time, California, Colorado, and Indiana reduced the proportions of public school principals reporting that lack of parental involvement in their schools was a serious problem by nearly half, from approximately 1 out of 5 principals to approximately 1 out of 10.

The percentages of public school principals reporting that the parent associations in their schools have influence on school policy has nearly doubled in Colorado, New York, and Utah. The percentages have more than doubled in Kentucky and Pennsylvania, and the percentage has tripled in Vermont.

For more information on any of the 33 state-level indicators, see below.

Goal 1: Ready to Learn

- Children's Health Index
- Immunizations
- Low Birthweight
- Early Prenatal Care

- [Preschool Programs for Children with Disabilities](#)

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Goal 2: School Completion

- [High School Completion Rates](#)
- [High School Dropout Rates](#)

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Goal 3: Student Achievement and Citizenship

- [Reading Achievement - 4th Grade](#)
- [Mathematics Achievement - 4th Grade](#)
- [Mathematics Achievement - 8th Grade](#)
- [Science Achievement - 8th Grade](#)
- [Advanced Placement Performance](#)

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Goal 4: Teacher Education and Professional Development

- [Teacher Preparation - Academic Degrees](#)
- [Teacher Preparation - Teaching Certificates](#)
- [Teacher Professional Development](#)
- [Preparation to Teach Limited English Proficient Students](#)
- [Teacher Support](#)

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Goal 5: Mathematics and Science

- [International Mathematics Achievement - 8th Grade](#)
- [International Science Achievement - 8th Grade](#)
- [Mathematics Instructional Practices - Small Groups](#)
- [Mathematics Instructional Practices - Algebra and Functions](#)
- [Mathematics Instructional Practices - Reasoning and Analytical Ability](#)
- [Mathematics Resources](#)
- [Mathematics and Science Degrees - All Students](#)

- [Mathematics and Science Degrees - Minority Students](#)
- [Mathematics and Science Degrees - Female Students](#)

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Goal 6: Adult Literacy and Lifelong Learning

- [Adult Literacy](#)
- [Voter Registration](#)
- [Voting](#)
- [Participation in Higher Education](#)

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

- [Student Marijuana Use](#)
- [Student Alcohol Use](#)
- [Availability of Drugs on School Property](#)
- [Student Victimization](#)
- [Physical Fights](#)
- [Carrying a Weapon](#)
- [Student Safety](#)
- [Teacher Victimization](#)
- [Disruptions in Class by Students](#)

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Goal 8: Parental Participation

- [Parental Involvement in Schools - Teachers' Perspective](#)
- [Parental Involvement in Schools - Principals' Perspective](#)
- [Influence of Parent Associations](#)

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