

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                                                                                    | DATE     | RESTRICTION                        |
|--------------------------|------------------------------------------------------------------------------------------------------------------|----------|------------------------------------|
| 001. schedule            | The Trip of the President to Raleigh, North Carolina, Miami and Hobe Sound, Florida March 13-15, 1997 (42 pages) | 03/13/97 | P6/b(6), b(7)(C), b(7)(E), b(7)(F) |

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Michael Cohen (Subject Files)  
OA/Box Number: 13363

### FOLDER TITLE:

North Carolina Trip [1]

2012-0160-S

ry1222

### RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]  
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]  
P3 Release would violate a Federal statute [(a)(3) of the PRA]  
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]  
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]  
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

b(1) National security classified information [(b)(1) of the FOIA]  
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b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]  
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]  
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

C. Closed in accordance with restrictions contained in donor's deed of gift.  
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).  
RR. Document will be reviewed upon request.

# Withdrawal/Redaction Marker

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## **PRESIDENT CLINTON TRAVELS TO NORTH CAROLINA AND FLORIDA**

**March 13 - 15, 1997**

### ***Press Background Information***

President Clinton will announce new action on two aspects of his education agenda in events today and tomorrow in North Carolina and Florida. Today in Raleigh, the President will deliver an address to a joint session of the North Carolina General Assembly in which he will talk about his education agenda and specifically his call for standardized testing to measure students' abilities in fourth grade reading and eight grade math. In Jupiter, Florida on Saturday the President will have more to say about addressing the problem of overcrowding in our nation's schools.

### **ADDRESS TO THE NORTH CAROLINA GENERAL ASSEMBLY House of Representatives Chamber**

President Clinton will address a special joint session of the North Carolina General Assembly today to outline his plans for education reform and announce that both the state of North Carolina and the Department of Defense have agreed to accept his challenge to measure the performance of their students against widely accepted national standards in 4th grade reading and 8th grade math, using voluntary national tests based on those standards. In his remarks, the President will also call on other states to follow North Carolina's lead in rewarding master teachers.

This will be the first address by a sitting President to a joint session of the North Carolina General Assembly. The President will be introduced into the chamber by Clyde Cook, Sergeant-of-Arms, and then introduced for his remarks by North Carolina Lt. Governor Dennis Wicker.

The Department of Defense schools include both the Department of Defense Dependent Schools and Domestic Dependent Elementary and Secondary Schools. Altogether, the schools serve approximately 115,000 students in 233 schools in 14 countries, 6 states, and Puerto Rico. In North Carolina, there are 16 DoD schools serving close to 8,000 students in 16 schools at Camp LeJeune and Fort Bragg. Additional information on this announcement and on the President's broad education agenda is attached.

Following his remarks, the President will meet privately with the members of the legislature.

**DSCC DINNER and SAXOPHONE CLUB EVENT  
Sheraton Bal Harbor**

At the Sheraton Bal Harbor, the President will address a reception to benefit the DSCC, and later a Saxophone Club event. He will be introduced at each event by Florida Lt. Governor Buddy McKay.

**FRIDAY, MARCH 14, 1997**

**TOUR AND ADDRESS ON SCHOOL OVERCROWDING**  
**Lighthouse Elementary School**

Friday morning in Jupiter, Florida President Clinton will tour the Lighthouse Elementary School, which suffers from serious overcrowding, and announce new action by his Administration to make funds available to states and local communities to address the problem. The President will be accompanied on the tour by Dr. Joan Kowal, Superintendent of the Palm Beach County Schools. The classroom the President will tour is pre-fabricated and houses 29 third grade students and their teacher, Stacy Laruffa.

Following his tour, the President will address the student body of Lighthouse Elementary in the school playground. The speaking program will open with remarks by Superintendent Kowal, who will introduce a student, who will introduce the President for his remarks.

Additional information about the President's announcement will be made available in Florida.

-30-30-30-

# RAISING STANDARDS FOR STUDENTS AND TEACHERS

## THE DEPARTMENT OF DEFENSE AND THE STATE OF NORTH CAROLINA RESPOND TO THE PRESIDENT'S CHALLENGE

March 13, 1997

**Department of Defense Schools Respond to the Challenge.** Today, the President will announce that the overseas and stateside school systems operated by the Department of Defense have accepted his challenge to states and localities to measure the performance of their students against widely accepted national standards in 4th grade reading and 8th grade math, using voluntary national tests based on those standards. By doing so, DOD will ensure that the students, parents and teachers associated with the Department of Defense will have honest, accurate information about whether students are mastering the basic skills.

Accepting the challenge means not only taking the new tests, but preparing students to succeed. Therefore, the President will also announce today that he is directing the Department of Defense Education Activity schools to use all available resources to prepare every one of its students to meet the national standards, in 1999 and each year thereafter. This will require steps such as providing parents with the information and assistance they need to be their child's first teacher, upgrading curriculum, implementing proven instructional practices and programs, taking best advantage of new technologies to enhance teaching and learning, supporting and rewarding good teaching, and providing students who need it with extra help and tutoring. The schools will report annually on the progress being made, and on the effectiveness of their strategies and approaches.

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**North Carolina Responds to the Challenge.** Today, Governor Hunt will announce that North Carolina also accepts the President's challenge and will participate in the new national tests. This makes North Carolina the third state, after Maryland and Michigan, to make this commitment. The President will note that North Carolina is already making good progress in its school reform efforts, with the state's math scores on the National Assessment of Education Progress the most improved of any state in the U.S.

**Getting More Resources into the Classroom.** Today, the President will announce that he has asked the Vice President to lead a national effort to challenge states and school districts to shift more education resources to the classroom, where they can improve teaching and learning, and away from administrative overhead. The Vice President will elaborate on these themes in a speech to the California legislature later today.

**White House Conference on Early Development and Learning.** Today, President Clinton will announce the date and themes of the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children. The day-long Conference will take place on April 17, 1997 at the White House. The Conference will highlight how critically important children's experiences before school are to their development and their later success in school and in life, and focus on the practical applications of the latest scientific research on the brain, particularly for parents and care-givers.

**Accepting the Challenge to Provide More Choice in Public Education.** The President will note that the North Carolina State Board of Education has the opportunity today to approve the most charter schools ever created at one time, answering the President's challenge to foster greater innovation and choice for families in public education. The President praised North Carolina for using a careful review process focused on accountability for results, helping insure that the new schools will help students meet high standards. The President has proposed doubling funding for charter schools to over \$100 million, supporting planning and start-up costs for up to 1,100 new schools nationwide.

**Continuing to Build Support for the Nationwide Effort to Improve Reading.** Finally, the President will announce today that 15 colleges and universities in North Carolina have committed more than 1300 work study students to serve as reading tutors over the next 5 years as a part of the America Reads Initiative.

## IMPROVING TEACHING AND FOCUSING RESOURCES ON THE CLASSROOM

### PRESIDENT CLINTON CHALLENGES STATES TO REWARD MASTER TEACHERS

**Rewarding Outstanding Teaching.** In his Call to Action for American Education, President Clinton challenged the nation to reward outstanding teaching, and called for 100,000 teachers to seek and achieve certification as master teachers by the independent National Board for Professional Teaching Standards, after completing a rigorous evaluation process. This would enable every school in the country to have one master teacher. Today, President Clinton will challenge every state to provide significant and meaningful rewards for master teachers, such as the 12% salary increase proposed by Gov. Hunt in North Carolina.

The President Clinton will also call on Congress to do its share, by supporting his proposal to devote \$105 million over five years to support the work of the NBPTS, assisting the board to complete assessments in 25 academic areas covering the fields of 90% of the nation's teachers. The funding would also help to defray the costs of teachers taking part in the rigorous certification process. The President's proposal is designed to help reach the target -- set by the National Commission on Teaching and America's Future, chaired by Governor Hunt -- of certifying over 100,000 teachers within the next ten years. The President will note that North Carolina boasts the most board-certified teachers of any state.

**Removing Incompetent Teachers from the Classroom.** Noting that our students can only reach high standards if their teachers do, the President will strongly renew his call to counsel burned-out teachers to improve, and quickly and fairly remove those who don't measure up. The President will challenge teachers and local school boards around the country to come together and agree on ways to insure that every classroom is lead by a competent teacher -- no excuses, no exceptions. As an example, he will point to a program in Cincinnati, Ohio, which pairs struggling teachers with experienced mentor teachers to help them improve. After two years of mentoring, the Lead Teacher either rates the teacher as satisfactory or recommends contract termination.

**Attracting and Preparing Good Teachers.** Last month, Secretary Riley announced that he would host a national conference on attracting and preparing good teachers, drawing on the nation's 50 top teachers, along with 50 leading university presidents and deans of teacher's colleges around the country. Today, the President will announce that this conference, to be held next month, will serve as the focal point for a national conversation on how to improve teaching around the country, by linking via satellite to discussion sites in every state in the Union. The conference will focus on effective ways to inspire talented young people to enter the teaching profession, and will help shape future Administration proposals, to be included in the Higher Education Act reauthorization, for federal support to attract the best into teaching, and to strengthen teacher education.



For immediate release  
December 2, 1996

[\(Click here to view chart\)](#)

## **Reported School Crime and Violence Drops in Six High-Incidence Categories**

The third annual statewide report on School Violence shows that the number of reported incidents decreased in 8 of 13 categories, with marked decreases in four categories. Overall reported incidents totaled 8,173 for all grade levels for 1995-96 compared to 8,100 for 1994-95.

On a statewide basis 7.152 reportable acts were committed on a per-1,000 student basis, which is equivalent to .71 percent of the year-end reported membership of 1,156,885 students.

The greatest decrease shown in the latest report was possession of a firearm, which has declined by more than 50% since 1993-94, which can be attributed to strengthened laws, policies and interventions, according to Dennis Stacey, chief of the NC Department of Public Instruction's Safe Schools Team.

The six high-incidence categories that showed decreases over the previous year are: assault resulting in serious injury (313 incidents, down from 569); possession of a firearm (206, down from 305); robbery (195, down from 325); sexual assault (190, down from 319); assault with a weapon (161 incidents, down from 241); and sexual offense (146, down from 168). These decreases mostly occurred at the middle school level.

The three most frequently occurring acts continue to be possession of a controlled substance, possession of a weapon (other than a firearm) and assault on a school employee, which together account for 85% of all acts committed, up from 76% the previous year.

Stacey notes that possession of a controlled substance (2,753 reported incidents) has edged out possession of a weapon (2,751) as the act most often reported statewide, and mostly because of increases at the high school level. The number of reported assaults on a school employee for '95-'96 was 1,443.

The annual report on school violence resulted from the Governor's Task Force on School Violence and the Safe Schools Act, passed by the NC General Assembly in 1993. The Safe Schools Act mandates that the State Board of Education issues an annual report, based on reports from all school systems of incidents of specified violence/crime on school property. This third report marks the first time individual schools reported their data; previously, each school district provided only systemwide numbers.

Schools are required to report incidents of assault resulting in serious personal injury; assault (not resulting in serious injury) on school officials, employees and volunteers; armed robbery and robbery; assault involving use of a weapon; indecent liberties with a minor; kidnapping; possession of a weapon, a firearm or a controlled substance in violation of the law; rape; sexual assault; sexual offense; and homicide. The report does not include all disruptive, violent or criminal acts. For instance, vandalism and student fights that do not

involve serious injury are not included.

"The violence report can help schools plan and direct intervention and prevention efforts more effectively," says Stacey, adding that planning for a safe school should be a part of the School Improvement Plan now required of every school. "This information can also be a rallying point for more multi-agency efforts and collaboration in reducing the incidents of disruption, crime and violence in schools, and creating schools in which people feel safe and secure."

He warned against comparisons among schools or school districts. "A high number of reported incidents, for example, may be indicative of a school or school system that has implemented comprehensive security measures, whereas another school or school system with a low number of reported incidents may not have implemented such measures and is therefore less likely to detect some incidents. Also, interpretation, detection, documentation and reporting of specified acts and incidents continue to vary across schools and school districts.

The report also shows statewide arrests increased by 188 over 1994-95 and represents 30% of all (8,322) reported student offenders, compared to 26% in 1994-95.

In a new analysis of 13 more urbanized school districts, these urban districts showed a greater average number of all reportable acts (9.45 per 1,000 students) than did non-urban districts (6.10 per 1,000 students). Some of the strategies schools reported using to deal with curbing school violence are school check-in policies and procedures; educating students to combat disputes, crime and violence; cooperation with law enforcement; crisis management systems; comprehensive discipline policies and programs; mechanical and human detection or surveillance systems; staff training; and parent involvement.

High schools, compared to elementary and middle schools, are more likely to use portable, two-way voice communication equipment; patrols by law enforcement and staff; improved lighting; school resource officers; and contact of parents of students in trouble.

More common elementary and middle grades strategies include parent involvement in school, and educating students to combat disputes, crime and violence.

(For additional information, contact your local school system, or Dennis Stacey at 919/715-1632.)

| Statewide Number of Reported Acts of School Crime and Violence |                           |             |             |
|----------------------------------------------------------------|---------------------------|-------------|-------------|
| Incident                                                       | Reported # of Occurrences |             |             |
|                                                                | 1995-96                   | 1994-95     | 1993-94     |
| Possession of substance                                        | 2753                      | 2221        | 1587        |
| Possession of weapon                                           | 2751                      | 2660        | 2302        |
| Assault on school employee                                     | 1443                      | 1271        | 873         |
| Assault/injury                                                 | 313                       | 569         | 536         |
| Possession of firearm                                          | 206                       | 305         | 448         |
| Robbery                                                        | 195                       | 325         | 218         |
| Sexual assault                                                 | 190                       | 319         | 334         |
| Assault with weapon                                            | 161                       | 241         | 214         |
| Sexual offense                                                 | 146                       | 168         | 141         |
| Indecent liberties                                             | 5                         | 12          | 20          |
| Armed robbery                                                  | 4                         | 6           | 4           |
| Rape                                                           | 2                         | 2           | 4           |
| Kidnapping                                                     | 4                         | 1           | 2           |
| <b>Total</b>                                                   | <b>8173</b>               | <b>8100</b> | <b>6683</b> |

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Comments to Greg Cook at [gcook@dpi.state.nc.us](mailto:gcook@dpi.state.nc.us)

## Public Schools of North Carolina



infoweb

For immediate release  
Nov. 21, 1996

### Dropout rate shows improvement

The state dropout rate improved slightly this year, resulting in 260 additional students remaining in school over last year's numbers, according to the 1995-96 dropout data released today.

**View dropout rates by county.** *(Note: This is a lengthy document. It could take longer than usual to download.)*

The 1995-96 dropout rate is 3.73 percent (19,727 students), down from 3.78 percent (19,987 students) in 1994-95.

Deputy State Superintendent Richard Thompson said that while he is pleased that the number decreased from last year, local and state educators are concerned about the futures for any students who fail to get a high school education.

The dropout numbers are for grades 7-12 in the public schools. These numbers are based on the calculation method required by the National Center for Education Statistics. This method contains some duplications because students may be counted more than once if they drop out, return to school and drop out a second time.

There is no state-to-state comparison of dropout rates in the United States.

Major reasons school systems report that students drop out are: attendance-related reasons (family, work, etc.); choice of work over school; and academic problems.

Local dropout prevention coordinators are working with teachers, principals, counselors, and others to develop and improve programs aimed at high-risk students. Efforts include addressing substance abuse, involving parents, integrating counseling into the curriculum, scheduling classes to meet the needs of working students, referring students to community agencies for assistance, and offering health clinics.

For more information, contact Effective Practices Section at 919/715-1972, 715-1733, or 715-1686.

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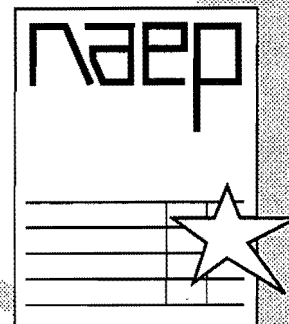
Comments to Greg Cook at [gcook@dpi.state.nc.us](mailto:gcook@dpi.state.nc.us)

The Nation's  
Report Card

1990

1992

1996



*Mathematics Assessment*

# 1996 NAEP Report *for North Carolina*

MAR 06 1997

Fourth Grade Mathematics  
Eighth Grade Mathematics

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*Public Schools of North Carolina*

State Board of Education . Jay Robinson, Chairman

Department of Public Instruction . Michael E. Ward, State Superintendent

Testing/Accountability Services

Raleigh, North Carolina 27601-2825

Published February 1997



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# **1996 NAEP Mathematics Report for North Carolina Grades 4 and 8**

***Adapted from the NAEP 1996 Mathematics Report Card  
For the Nation and the States***

## **What is NAEP?**

- The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey of the educational achievement of American students. Since 1969, NAEP has conducted periodic assessments in reading, mathematics, science, writing, history, geography, and other fields.
- In 1990, NAEP began a voluntary state-by-state assessment program with eighth grade mathematics. The 1996 NAEP mathematics assessments in grades 4 and 8 continue the state-level components conducted in 1990 (grade 8 only) and 1992 (grades 4 and 8). In 1994, fourth-grade reading also was assessed on a state-by-state basis.
- In 1996, 43 states (including North Carolina), along with Guam, the District of Columbia, and two special Defense Department school groupings participated in the state-by-state assessment program in grade 4 mathematics. In grade 8, 40 states (including North Carolina), Guam, the District of Columbia, and two special Defense Department schools participated in the state-by-state assessment program of mathematics. North Carolina, believing in the importance of comparing its students' performance to national standards, has participated in all NAEP state-by-state assessments.
- In addition, in order to continue its trend line in eighth-grade mathematics, North Carolina conducted a special study of eighth graders in 1994 to link mathematics performance on the North Carolina End-of-Grade Tests in Mathematics in grade 8 to the NAEP mathematics assessment. Results of that study, which project LEA performance on the NAEP scale were shared with the State Board of Education in 1995 and 1996 and will continue to be shared annually.
- Although NAEP traditionally assesses the performance of both public and nonpublic school students, this report focuses on the performance of public school students only.

## **NAEP Mathematics Assessments at Grades 4 and 8**

- The NAEP 1996 mathematics assessment, like previous mathematics assessments in 1992 and 1990, uses the framework influenced by the National Council of Teachers of Mathematics (NCTM) *Curriculum and Evaluation Standards for School Mathematics*. The 1996 framework was updated to more adequately reflect recent curricular emphases and objectives.
- The framework measures a mathematics domain containing five mathematics strands (number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions).
- In addition to the five content strands, the assessment examined mathematical abilities (conceptual understanding, procedural knowledge, and problem solving) and mathematical power (reasoning, connections, and communication). Recent NAEP assessments in mathematics have placed increasing emphasis on mathematical power. The 1996 assessment deliberately focused on reasoning and communication by requiring students to connect their learning across mathematical strands.
- The assessments consist of both multiple-choice and constructed-response (both short and extended answers) questions.

Performance is reported on a proficiency scale and by national achievement levels.

## **Reporting of NAEP Mathematics Assessments**

- The proficiency scale ranges from 0 to 500 and measures performance across the fourth, eighth, and twelfth grades.
- The mathematics achievement levels, developed and adopted by the National Assessment Governing Board, categorize performance as *Basic* (partial mastery of knowledge and skills that are fundamental for proficient work at grade level), *Proficient* (solid performance on challenging subject matter and well prepared for the next grade), or *Advanced* (superior performance).
- The achievement levels are based on the collective judgments, gathered from a broadly representative panel of teachers, education specialists, and members of the general public, about what students should know and be able to do relative to the body of content reflected in the NAEP mathematics framework.

## **Mathematics Assessment in North Carolina**

- In 1989, the State Board of Education adopted a revised *Standard Course of Study* in mathematics for grades K-8. The revised curriculum, developed by the North Carolina Department of Public Instruction in collaboration with educators from across the state, is based on national curriculum standards (NCTM) and is aligned with the NAEP mathematics framework.
- Beginning in 1992-93, the North Carolina End-of-Grade Tests were implemented in grades 3 through 8. These tests measure the mathematics domain from the 1989 curriculum. Like NAEP, the end-of grade tests in mathematics assess the curriculum in light of the National Council of Teachers of Mathematics (NCTM) Standards.
- The North Carolina End-of-Grade Tests in Mathematics provide a measurement experience that requires students to apply what they know and are able to do related to the activity-oriented revised mathematics curriculum. Mathematics assessment in North Carolina, like the curriculum, emphasizes seven strands in grades 3 through 8: numeration, geometry, patterns and pre-algebra, measurement, problem-solving and mathematical reasoning, probability and statistics, and computation. A variety of assessment strategies are used to measure the seven strands.
- In 1996, North Carolina students in grades 4 and 8 have several advantages over students who were tested in 1992:
  1. multiple years of instruction using the revised mathematics curriculum which focuses on higher order thinking skills and problem solving;
  2. multiple years of taking the North Carolina assessments which measure curriculum implementation in mathematics and use a variety of strategies to assess what students know and are able to do; and
  3. teachers who are more familiar with the revised curriculum and assessment instruments and have adjusted their instructional strategies to reflect a focus on problem solving and higher order thinking skills with a greater emphasis on students demonstrating what they know and are able to do.
- The curriculum and assessment package in mathematics in grades 3 through 8 provides for a rigorous academic experience in mathematics for North Carolina students.

**Performance  
of North  
Carolina  
Students on  
NAEP  
Grade 4  
Mathematics**

- North Carolina's performance in 1996 was above that of the nation and the Southeast in mathematics at the fourth grade. **The average performance of North Carolina students in fourth grade mathematics in 1996 exceeded the average performance of students in the nation on the NAEP assessment for the first time.** North Carolina students achieved an average scale score of 224 on the fourth grade NAEP assessment in mathematics compared to a national score of 222 for public schools in 1996.
- From 1992 to 1996, there was an increase in the average scale score of students in mathematics at the fourth grade in North Carolina and the nation. The increase for North Carolina was larger than the increase for the nation. In fact, North Carolina was one of two states (Texas is the other) that tied for having the largest increase (11 points) in student performance in mathematics on the fourth grade 1996 NAEP assessment.
- North Carolina's average scale score on the fourth grade NAEP mathematics assessment increased from 213 in 1992 to 224 in 1996. This compares to a performance of 219 by the nation in 1992 and 222 in 1996. North Carolina's average score increased 11 scale score points compared to an increase of only four-points (from 1996 NAEP Report—subtraction off due to rounding) for the nation. The average scale score for the Southeast in 1996 increased from 210 in 1992 to 216 in 1996, an increase of 6 scale score points.
- Of the 47 jurisdictions participating in the NAEP assessment in mathematics in the fourth grade, North Carolina scored as well or better than 27 of them (a rank of 20 from the top).
- The performance of North Carolina students in fourth grade mathematics by achievement levels also showed an increase. In 1996, 21 percent of fourth graders scored at or above the *Proficient* level, an increase of 8 percentage points from the 1992 (13 percent) performance. The percent at or above *Basic* increased from 50 to 64 percent. Nationwide in 1996, 20 percent of the students scored at or above the *Proficient* level, while 62 percent of the students scored at or above the *Basic* level.
- North Carolina was one of seven states (Colorado, Connecticut, Indiana, Tennessee, Texas, and West Virginia were the others) showing increases in the percentages of fourth graders who scored at or above the *Basic* and *Proficient* achievement levels over the period 1992 to 1996.
- These results parallel the increases in average student performance in mathematics observed in the results from the 1995-96 administration of the North Carolina End-of-Grade Tests in mathematics at grade 4.

### **Performance of Subgroups at Grade 4**

- Gender.* On the average, male students scored slightly higher than female students at the national level. In North Carolina, on the average, male and female students achieved the same scale score. The average score for North Carolina males was equal to the national average while the score for females was higher than the national average.
- Race/Ethnicity.* The average performance of White students in North Carolina is higher on the NAEP assessment than the performance of Black and Hispanic students. (Sample sizes for other ethnic groups were insufficient to make reliable estimates regarding student performance.) On the average, Black and Hispanic students as well as White students, scored higher than their counterparts at the national level.
- Parents' Education Level.* In general, increasing levels of parental education are associated with higher average mathematics performance in North Carolina and the nation. Except in the category of *Parents Graduated from High School*, where the average performance of North Carolina's students is equal to their counterparts in the nation, the average performance of all other categories of *Parents' Education Levels* for North Carolina students exceeded that of their counterparts at the national level.

### **Performance of Subgroups at Grade 8**

- Gender.* On the average, male students scored slightly lower than female students at the national level. In North Carolina, on the average, males scored higher than females. Males in North Carolina scored as well as their national counterparts, while females in North Carolina scored less than their national counterparts.
- Race/Ethnicity.* The average performance of White students in North Carolina is higher on the NAEP assessment than the performance of Black and Hispanic students. (Sample sizes for other ethnic groups were insufficient to make reliable estimates regarding student performance.) On the average, White students in North Carolina scored less than their counterparts at the national level while Black and Hispanic students scored higher than their counterparts at the national level.
- Parents' Education Level.* Increasing levels of parental education are associated with higher average mathematics performance in North Carolina and the nation. The average performance of North Carolina's students at all categories of parents' education levels was less than that of their counterparts at the national level.

## **Performance of North Carolina Students on NAEP Grade 8 Mathematics**

- While North Carolina's eighth grade scores in mathematics in 1996 were below the national average, they still show a nine-point gain from 1992 and are up 17 points from 1990 (from the 1996 NAEP Report--points depicting gains may differ slightly due to rounding of scores). The 17-point gain since 1990 was the highest in the nation. Michigan and Texas followed with a 12-point gain. The nine-point increase over 1992 was the second-highest in the nation. Only Michigan, with a 10-point gain since 1992, showed higher gains.
- North Carolina students achieved an average score of 268 in 1996 in grade 8 mathematics, compared to 258 in 1992 and 250 in 1990. This compares to an increase from 267 in the nation in 1992 to 271 in 1996.
- Of the 44 jurisdictions (including 40 states) participating in the NAEP assessment in mathematics in the eighth grade in 1996, North Carolina students outpaced or equaled 17 of them, with a rank of 28 from the top.
- North Carolina's performance in eighth grade mathematics by achievement levels also showed an increase. In 1996, 20 percent of eighth graders scored at or above the *Proficient* level, an increase of 8 percentage points from the 1992 (12 percent) and 11 percentage points from the 1990 (9 percent) performance. The percent at or above *Basic* increased from 38 percent in 1990 to 47 percent in 1992, to 56 percent in 1996. Nationwide in 1996, 23 percent of the students scored at or above the *Proficient* level, while 61 percent of the students scored at or above the *Basic* level at grade 8.
- North Carolina was one of six states (Maryland, Michigan, Minnesota, Nebraska, and Wisconsin were the others) showing increases in the percentage of eighth graders who scored at or above all three achievement levels over the period 1990 to 1996.
- These results parallel the increases in average student performance in mathematics observed in the results from the 1995-96 administration of the North Carolina End-of-Grade Tests in mathematics at grade 8.

**Figure 1.7**

# NAEP 1996 Mathematics Sample Questions for Grade 4



N stands for the number of stamps John had. He gave 12 stamps to his sister. Which expression tells how many stamps John has now?

- (A)  $N + 12$
- (B)  $N - 12$
- (C)  $12 - N$
- (D)  $12 \times N$

The correct answer is B.

This multiple-choice question measures algebra and functions.

## Grade 4

## PERCENTAGE "CORRECT" WITHIN ACHIEVEMENT LEVEL INTERVALS

| Overall<br>Percentage Correct | Below Basic<br>213 and below* | Basic<br>214 to 248* | Proficient<br>249 to 281* | Advanced<br>282 and above* |
|-------------------------------|-------------------------------|----------------------|---------------------------|----------------------------|
| 67                            | 44                            | 73                   | 90                        | ***                        |

\* NAEP mathematics composite scale range

\*\*\* Sample size insufficient to permit reliable estimates

Ms. Hernandez formed teams of 8 students each from the 34 students in her class. She formed as many teams as possible, and the students left over were substitutes. How many students were substitutes?

Answer: \_\_\_\_\_

The correct answer is 2.

This short constructed-response question measures number sense, properties, and operations. Students' responses were scored correct or incorrect.

## Grade 4

## PERCENTAGE "CORRECT" WITHIN ACHIEVEMENT LEVEL INTERVALS

| Overall<br>Percentage Correct | Below Basic<br>213 and below* | Basic<br>214 to 248* | Proficient<br>249 to 281* | Advanced<br>282 and above* |
|-------------------------------|-------------------------------|----------------------|---------------------------|----------------------------|
| 39                            | 5                             | 42                   | 86                        | ***                        |

\* NAEP mathematics composite scale range

\*\*\* Sample size insufficient to permit reliable estimates

**Figure 1.8**

**NAEP 1996 Mathematics Sample  
Questions for Grade 8**



A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour?

- (A) 42,456.9
- (B) 41,279.9
- (C) 41,261.3
- (D) 41,259.2
- (E) 41,257.1

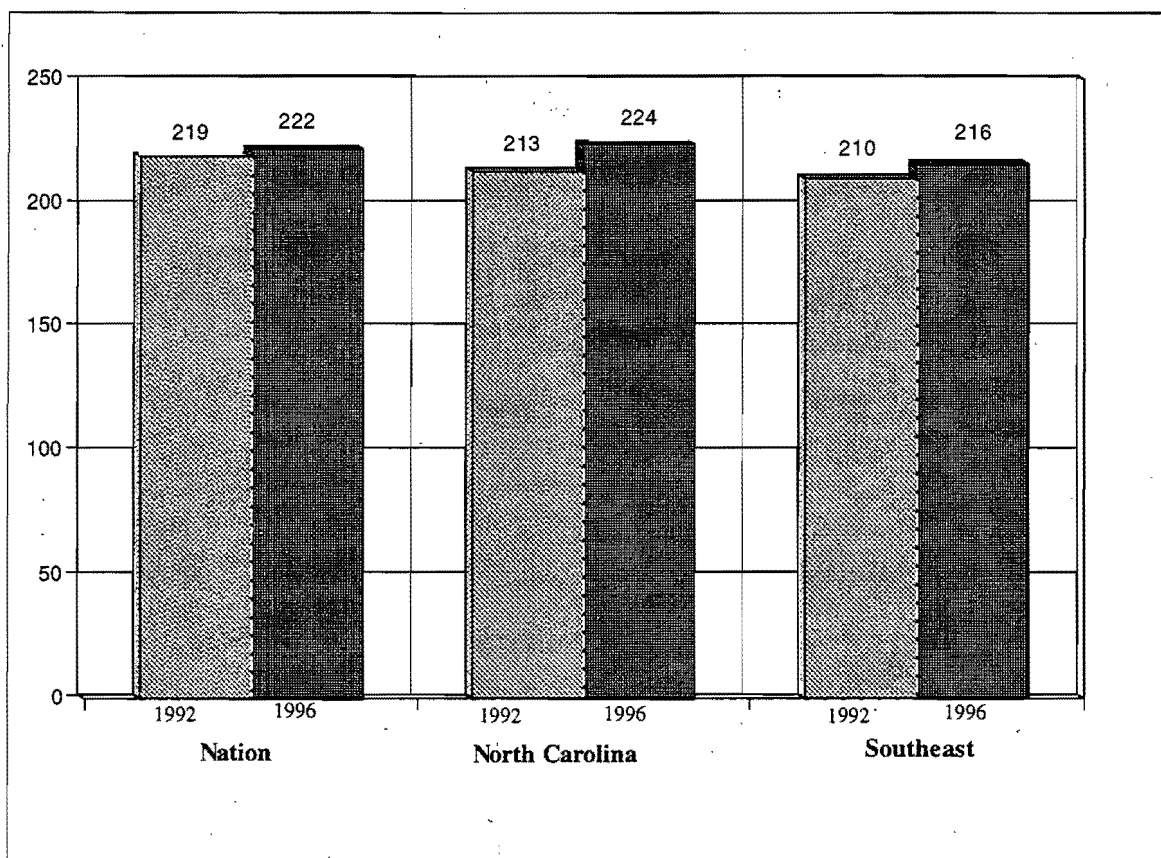
The correct answer is E.

This multiple-choice question measures the measurement strand.

| Grade 8                       | PERCENTAGE "CORRECT" WITHIN ACHIEVEMENT LEVEL INTERVALS |                      |                           |                            |
|-------------------------------|---------------------------------------------------------|----------------------|---------------------------|----------------------------|
| Overall<br>Percentage Correct | Below Basic<br>261 and below*                           | Basic<br>262 to 298* | Proficient<br>299 to 332* | Advanced<br>333 and above* |
| 26                            | 11                                                      | 25                   | 50                        | 70                         |

\* NAEP mathematics composite scale range

## NAEP Grade 4 Mathematics Proficiency for Public School Students



| 1992 Performance States                                 |     | 1996 Performance States                                   |  |
|---------------------------------------------------------|-----|-----------------------------------------------------------|--|
|                                                         | 232 | Maine, Minnesota, Connecticut                             |  |
| Maine                                                   | 231 | Wisconsin, North Dakota                                   |  |
| Iowa                                                    | 230 |                                                           |  |
| North Dakota                                            | 229 | Indiana, Iowa, Massachusetts, Texas                       |  |
| Minnesota                                               | 228 | Nebraska, Montana                                         |  |
| Connecticut, New Jersey                                 | 227 | New Jersey, Utah                                          |  |
| Nebraska                                                | 226 | Michigan, Pennsylvania, Colorado                          |  |
| Utah, Wyoming                                           | 225 | Washington, Vermont, Missouri                             |  |
| Pennsylvania                                            | 224 | North Carolina, DDESS, Alaska                             |  |
|                                                         | 223 | Oregon, West Virginia, DoDDS, Wyoming, Virginia, New York |  |
| Missouri                                                | 222 | Nation                                                    |  |
| Colorado, Indiana, Virginia                             | 221 | Maryland                                                  |  |
| Michigan                                                | 220 | Rhode Island, Kentucky                                    |  |
| New York, Nation                                        | 219 | Tennessee                                                 |  |
| Texas, Maryland, Delaware                               | 218 | Nevada, Arizona                                           |  |
| Arizona                                                 | 216 | Arkansas, Florida                                         |  |
| Florida, Kentucky, Rhode Island, West Virginia, Georgia | 215 | Georgia, Delaware, Hawaii                                 |  |
| Hawaii                                                  | 214 | New Mexico                                                |  |
| New Mexico, North Carolina                              | 213 | South Carolina                                            |  |
| South Carolina                                          | 212 | Alabama                                                   |  |
| Tennessee                                               | 211 |                                                           |  |
| Arkansas                                                | 210 |                                                           |  |
| Alabama                                                 | 209 | California, Louisiana                                     |  |
| California                                              | 208 | Mississippi                                               |  |
| Louisiana                                               | 204 |                                                           |  |
| Mississippi                                             | 201 |                                                           |  |
| District of Columbia, Guam                              | 192 |                                                           |  |
|                                                         | 188 | Guam                                                      |  |
|                                                         | 187 | District of Columbia                                      |  |

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Education Progress (NAEP) 1992 and 1996 Mathematics Assessments.

# NAEP Mathematics Assessment: Overall Proficiency in Grade 4

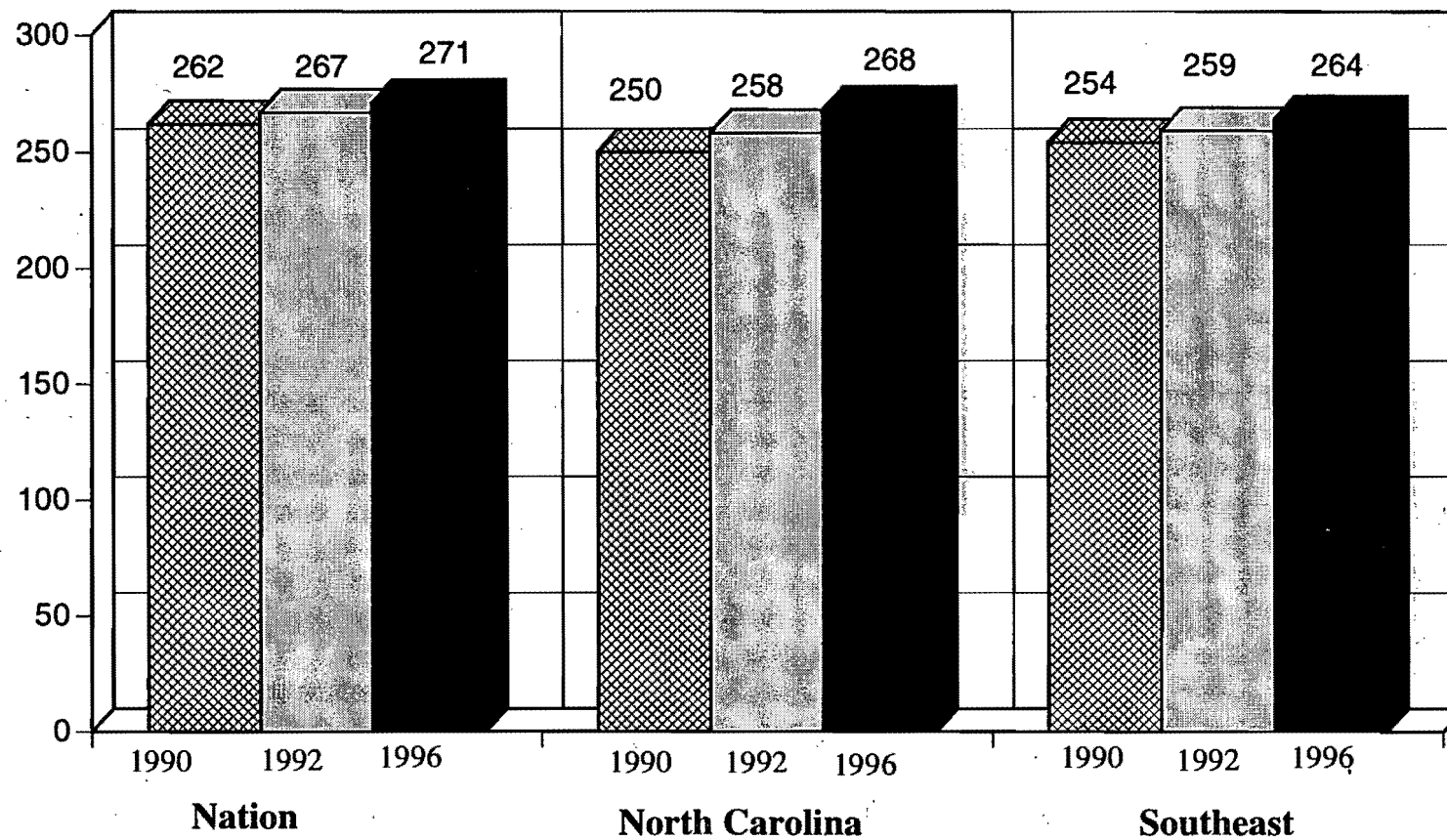
| North Carolina 1992-96 | 1996 Performance of States                             |
|------------------------|--------------------------------------------------------|
|                        | 232 Maine Minnesota Connecticut                        |
|                        | 231 Wisconsin North Dakota                             |
|                        | 230                                                    |
|                        | 229 Indiana Iowa Massachusetts Texas                   |
|                        | 228 Nebraska Montana                                   |
|                        | 227 New Jersey Utah                                    |
|                        | 226 Michigan Pennsylvania Colorado                     |
|                        | 225 Washington Vermont Missouri                        |
| North Carolina 1996    | 224 DDESS Alaska                                       |
|                        | 223 Oregon W. Virginia DoDDS Wyoming Virginia New York |
|                        | 222 NATION                                             |
|                        | 221 Maryland                                           |
|                        | 220 Rhode Island Kentucky                              |
|                        | 219 Tennessee                                          |
|                        | 218 Nevada Arizona                                     |
|                        | 217                                                    |
|                        | 216 Arkansas Florida                                   |
|                        | 215 Georgia Delaware Hawaii                            |
|                        | 214 New Mexico                                         |
| North Carolina 1992    | 213 South Carolina                                     |
|                        | 212 Alabama                                            |
|                        | 211                                                    |
|                        | 210                                                    |
|                        | 209 California Louisiana                               |
|                        | 208 Mississippi                                        |
|                        | 207                                                    |
|                        | 206                                                    |
|                        | 205                                                    |
|                        | 204                                                    |
|                        | 203                                                    |
|                        | 202                                                    |
|                        | 201                                                    |
|                        | 200                                                    |
|                        | 199                                                    |
|                        | 198                                                    |
|                        | --                                                     |
|                        | --                                                     |
|                        | 188 Guam                                               |
|                        | 187 District of Columbia                               |

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 1992 and 1996 Mathematics Assessments

## NAEP Grade 8 Mathematics Proficiency for Public School Students



SOURCE: National Center for Education Statistics, National Assessment of Education Progress (NAEP) 1990, 1992, and 1996 Mathematics Assessments.

## NAEP Mathematics Assessment: Overall Proficiency in Grade 8

| North Carolina 1990-96 | 1996 Performance of States                                                                                                                                                                                                                                                                                                                            |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | 284 North Dakota Maine Minnesota Iowa<br>283 Montana Wisconsin Nebraska<br>282<br>281<br>280 Connecticut<br>279 Vermont<br>278 Alaska Massachusetts<br>277 Michigan Utah<br>276 Oregon Washington Colorado Indiana<br>275 DoDDS Wyoming<br>274<br>273 Missouri<br>272<br>271 NATION<br>270 New York Texas Virginia Maryland<br>269 DDESS Rhode Island |
| North Carolina 1996    | 268 Arizona<br>267 Delaware Kentucky<br>266<br>265 West Virginia<br>264 Florida<br>263 Tennessee California<br>262 Georgia Hawaii New Mexico Arkansas<br>261 South Carolina<br>260                                                                                                                                                                    |
| North Carolina 1992    | 259<br>258<br>257 Alabama<br>256<br>255<br>254<br>253<br>252 Louisiana<br>251                                                                                                                                                                                                                                                                         |
| North Carolina 1990    | 250 Mississippi<br>~~~<br>~~~<br>239 Guam<br>238<br>237<br>236<br>235<br>234<br>233 District of Columbia                                                                                                                                                                                                                                              |

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 1992 and 1996 Mathematics Assessments

Congress of the United States  
House of Representatives  
Washington, DC 20515-3302

*Let's*  
**"Give Teachers a Break"**

In Washington these days, there is a lot of talk on both sides about the importance of education. Both the President and Members of Congress now realize the important role education plays in our country.

As the former two-term North Carolina Superintendent of Public Instruction, I know that when it comes to education, talk is cheap.

That's why I started my program called "Give Teachers a Break." For one hour on February 20, 1997, I taught a politics and government class at Lee County High School in Sanford, North Carolina. This program is designed to give teachers a break for a change, and let students learn directly from their Congressional Representative.

*Most importantly, it puts us in the classroom.*

If we are to substantially improve education in this country, and enable each child to live up to his or her God given abilities, then we -- Congress -- must understand how education really works. To do that, we must be in the classroom to learn what our teachers confront each and every day, and to look into the faces of the leaders of tomorrow for a reminder of what is at stake.

By talking with students and teaching in a classroom, Members of Congress can learn a little more about education. I know the time I have spent in the classroom has helped me understand better the enormous responsibility our teachers have.

I hope others Members of Congress will join me in doing this in their districts. Talking the talk on education is the easy part. I hope my colleagues will join me in walking the walk and "Give Teachers a Break."

# The Daily Southerner

THE DAILY SOUTHERNER, TUESDAY, FEBRUARY 25, 1997

## Editorial

### Back to school.

North Carolina Congressman Bob Etheridge has come up with an excellent proposal to have his colleagues from Capitol Hill give a small amount of time to schools within their districts, actually lecturing in classrooms twice a year.

Too often, young Americans feel removed from and alienated by the American political process. It seems to be an old man's game in which their voices do not matter. It also seems distant and hard to understand. Having congressmen visit classrooms regularly should invoke a new sense of relevancy, restore a degree of confidence, and enlarge the chances of comprehending our government for these students.

In the past, students have only gotten to see most of their congressmen during election years. Having them visit regularly will hopefully remove our classrooms from status as mere political tools to lure parents' votes.

There are obvious objections to the proposal. We might want a stand-up fellow like Etheridge in our schools but there are quite a few rascals in Washington — from both parties — who have hardly set the kind of example for behavior that we would like our children to follow. Well, that's easy enough to fix next time we visit the ballot box.

For the democratic fabric of our sprawling republic to remain vital, we must find ways to increase the connections between our representatives in Washington and our communities. Etheridge's proposal is a step in the right direction, and one that won't cost a whole lot of money.

—FDT

# The Daily Southerner

THE DAILY SOUTHERNER, MONDAY, FEBRUARY 24, 1997

## Congressmen in classrooms proposed

By **HEATHER GARDNER**  
STAFF WRITER

**SANFORD** — Congressman Bob Etheridge went back to school on Thursday.

The congressman, whose district includes part of Edgecombe County, would like to see others from Capitol Hill follow his lead in putting education on the front-burner.

Etheridge announced his plan entitled "Give Teachers A Break" which encourages members of Congress from across the nation to take one hour, twice a year, to teach a class in a school in their district.

Setting an example for how the program would work, Etheridge substituted for Nancy Cope, Lee County Senior High School history teacher and chairperson of the social studies department, and government teacher Dr. Lynda Winstead.

Clutching a few sheets of paper as he walked up to the podium in a Lee County Senior High School classroom, he put on his reading glasses and quizzed the audience about presidential events throughout history.

"Do you know who the tallest

President was," Etheridge asked the group.

Several answers were called out by students.

"It was Abraham Lincoln. Some people said he was six-feet six-inches tall, but he was actually six-feet four-inches tall."

Other governmental trivia, which came from the Congressional Research Office included:

- Shortest President — James Madison at five-feet four-inches
- Last President not to go to college — Harry Truman
- Only President to have been divorced and served as President — Ronald Reagan
- Average age of current U.S. Congressmen — 58 years
- Average tenure for U.S. Senate — less than two terms, or 10 years
- To be a member of the House of Representatives, a person must be at least 30 years of age.
- Oldest Senator — Strom Thurmond, 94 years of age

"Approximately 84 percent of House members are married, and 86 percent have children," he said. "That's why it's so important for

See **ETHERIDGE**, page 5

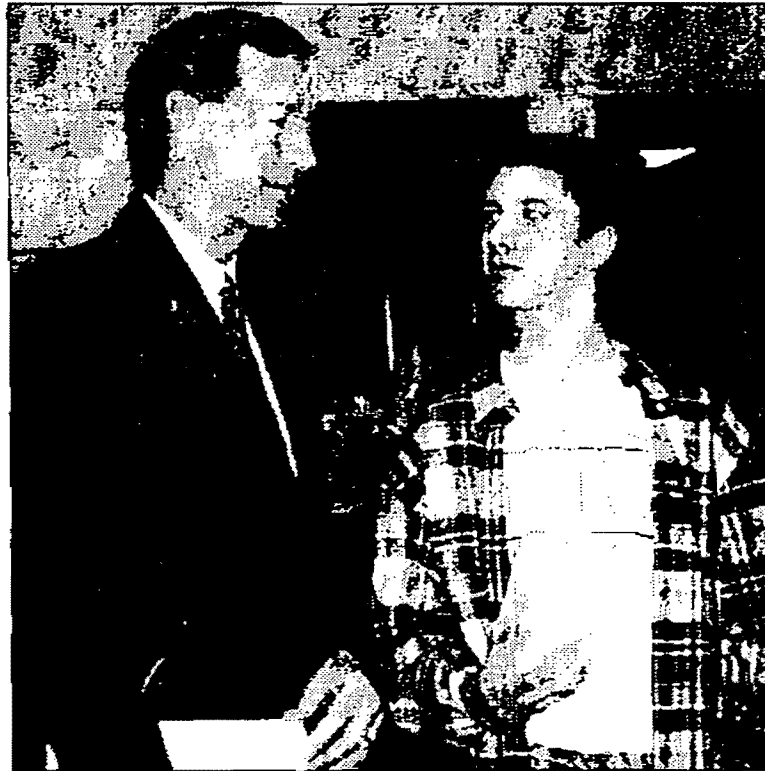


Photo by Heather Gardner

Congressman Bob Etheridge, left, talks to a Lee County Senior High School student on Thursday before the representative taught a class.

# Etheridge

Continued from front page

members of Congress to accept my challenge to teach class. It's hard work, and it's not easy because it takes a lot of preparation. I always say opportunity is so important to everyone, but if you don't take advantage of it, then you weren't prepared."

The Congressman then discussed the 10-year struggle to build the Panama Canal.

"See, the Panama Canal was a mere cut in the earth, but it opened up a world of possibilities," he said. "That's what education can do."

Etheridge said he wants to encourage members of Congress not to just visit classes, that's not good enough.

"In Washington, D.C., we always talk about putting education first," he said. "This program puts Congress in the classroom, gives teaches a recess and exposes students to how government works."

Government officials need to do set a rigorous national goal regarding education, attract talented teachers and hold them, and get parents involved in their child's ed-

ucation, he said.

"The (U.S.) government cares about its military, but the mind is as important as national defense," Etheridge said. "We're off on the right track, but I plan to go to Washington and announce this program to other representatives on the House floor."

In just a few days of spreading the word of his program, Etheridge said he was only able to contact a few members of Congress, but that they supported it. The representatives span Green Bay, Wisconsin; New Jersey; Texas; Iowa; and N.C.

After the lesson, Cope said she couldn't give Etheridge an accurate teacher evaluation because he is a prominent governmental figure.

"He has a credibility that can hold the students' attention," she said. "I couldn't do that. I would need to do some transitioning. I think it went really well. In fact, some students skipped their math classes in order to see him. Our class has members of student government, and some of them may aspire to be like him when they get older. It's really good to see that someone, who is not directly in-

involved in education like a teacher, can step into a classroom and say education is important."

"I'm really honored that he chose our school to kickoff his education initiative," Principal Bob Gilmore said. "He's not new to the area because this was his district when he was the head of the state Department of Public Instruction. He's like a friend or neighbor. It's not often that students have the opportunity to see a Congressman teach class."

"I think it's really important that people in government get out to the schools to see first-hand what's going on there," he added. "This is an exciting opportunity for students and teachers because they are able to ask questions of the government representative. Plus, it teaches the students that people who work in government are accessible, and it teaches them to associate a face with a name."

Lee County Senior High School is a 300,000-foot school which has a large student population of 2,294 pupils, Gilmore said.

# The Sanford Herald

Serving the Heart of North Carolina since 1930

Thursday, February 20, 1997, Sanford, N. C. 27330

22 pages

50¢



**U.S. REP. Bob Etheridge** talks with students at Lee County Senior High School today. He is challenging congressmen across the nation to spend time in classrooms to give teachers a break and to bring government to the young people. □ Herald photo — Diana Beraglia

## Etheridge gives teachers break

□ U.S. representative from Lillington pioneers program to put congressmen into classrooms to help teachers and bring government and education together.

**By JERRY LANKFORD**

Herald Staff Writer.

Melissa Schonder got a rare privilege on her first day at Lee Senior High School. She was introduced to her classmates by a congressman.

U.S. Rep. Bob Etheridge of the 2nd District "taught" Schonder's history class this morning. This was part of his

"Give Teachers a Break" plan. The program is an effort by the former North Carolina superintendent of public instruction to get congressmen more involved in education. It will also give representatives a chance to learn what teachers face every day, Etheridge said.

The program challenges representatives to spend two hours per year in a classroom.

"In Washington, all of us are talking about putting education first," Etheridge said. "My 'Give Teachers a Break' program puts Congress in the classroom, gives teachers a recess and exposes students to how gov-

□ See **ETHERIDGE** on 12A

# Etheridge

□ FROM PAGE 1A

ernment works."

Eight members of Congress have agreed to participate in the program, he said.

Etheridge chatted with students in Nancy Cope's history class before starting his lesson.

Etheridge, of Lillington, intro-

duced himself to Schonder, who had recently moved here from Lakenheath Air Force Base in England.

The representative called class to order and directed a barrage of historical trivia questions to students. By the time the third-period bell rang, the juniors and seniors had learned that:

- Abraham Lincoln was the tallest president, standing 6-4, and that James Madison was the shortest at 5-4;

- Jimmy Carter was the first president to be born in a hospital;

- Harry Truman was the last president who did not attend college;

- Ronald Reagan was the only divorced president;

- James Buchanan was the only president who wasn't married.

Etheridge also talked about the average age of House members (52) and senators (58). He said the average tenure in the current House is 12 years and 10 years in the Senate.

Cope stayed at the back of the room, relaxed and smiling as Etheridge talked with her students.

He also planned to teach Lyda Winstead's government class this morning. "I think congressmen need some interaction with young people," Winstead said, adding that House members who participate in the program "won't get a real, every-day picture" of what goes on in the classroom, "but it will be better than never entering a classroom."

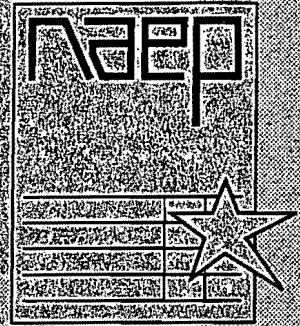
(Reporter Tom Fowler contributed to this story.)

The Nation's  
Report Card

1990

1992

1996



*Mathematics Assessment*

# 1996 NAEP Report *for North Carolina*

MAR 06 1997

Fourth Grade Mathematics

Eighth Grade Mathematics

*Public Schools of North Carolina*

State Board of Education Jay Robinson, Chairman

Department of Public Instruction Michael E. Ward, State Superintendent

Testing/Accountability Services

Raleigh, North Carolina 27601-2825

Published February 1997



# 1996 NAEP Mathematics Report for North Carolina Grades 4 and 8

*Adapted from the NAEP 1996 Mathematics Report Card  
For the Nation and the States*

## What is NAEP?

- The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey of the educational achievement of American students. Since 1969, NAEP has conducted periodic assessments in reading, mathematics, science, writing, history, geography, and other fields.
- In 1990, NAEP began a voluntary state-by-state assessment program with eighth grade mathematics. The 1996 NAEP mathematics assessments in grades 4 and 8 continue the state-level components conducted in 1990 (grade 8 only) and 1992 (grades 4 and 8). In 1994, fourth-grade reading also was assessed on a state-by-state basis.
- In 1996, 43 states (including North Carolina), along with Guam, the District of Columbia, and two special Defense Department school groupings participated in the state-by-state assessment program in grade 4 mathematics. In grade 8, 40 states (including North Carolina), Guam, the District of Columbia, and two special Defense Department schools participated in the state-by-state assessment program of mathematics. North Carolina, believing in the importance of comparing its students' performance to national standards, has participated in all NAEP state-by-state assessments.
- In addition, in order to continue its trend line in eighth-grade mathematics, North Carolina conducted a special study of eighth graders in 1994 to link mathematics performance on the North Carolina End-of-Grade Tests in Mathematics in grade 8 to the NAEP mathematics assessment. Results of that study, which project LEA performance on the NAEP scale were shared with the State Board of Education in 1995 and 1996 and will continue to be shared annually.
- Although NAEP traditionally assesses the performance of both public and nonpublic school students, this report focuses on the performance of public school students only.

## **NAEP Mathematics Assessments at Grades 4 and 8**

- The NAEP 1996 mathematics assessment, like previous mathematics assessments in 1992 and 1990, uses the framework influenced by the National Council of Teachers of Mathematics (NCTM) *Curriculum and Evaluation Standards for School Mathematics*. The 1996 framework was updated to more adequately reflect recent curricular emphases and objectives.
- The framework measures a mathematics domain containing five mathematics strands (number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions).
- In addition to the five content strands, the assessment examined mathematical abilities (conceptual understanding, procedural knowledge, and problem solving) and mathematical power (reasoning, connections, and communication). Recent NAEP assessments in mathematics have placed increasing emphasis on mathematical power. The 1996 assessment deliberately focused on reasoning and communication by requiring students to connect their learning across mathematical strands.
- The assessments consist of both multiple-choice and constructed-response (both short and extended answers) questions.

## **Reporting of NAEP Mathematics Assessments**

- Performance is reported on a proficiency scale and by national achievement levels.
- The proficiency scale ranges from 0 to 500 and measures performance across the fourth, eighth, and twelfth grades.
  - The mathematics achievement levels, developed and adopted by the National Assessment Governing Board, categorize performance as *Basic* (partial mastery of knowledge and skills that are fundamental for proficient work at grade level), *Proficient* (solid performance on challenging subject matter and well prepared for the next grade), or *Advanced* (superior performance).
  - The achievement levels are based on the collective judgments, gathered from a broadly representative panel of teachers, education specialists, and members of the general public, about what students should know and be able to do relative to the body of content reflected in the NAEP mathematics framework.

## Mathematics Assessment in North Carolina

- In 1989, the State Board of Education adopted a revised *Standard Course of Study* in mathematics for grades K-8. The revised curriculum, developed by the North Carolina Department of Public Instruction in collaboration with educators from across the state, is based on national curriculum standards (NCTM) and is aligned with the NAEP mathematics framework.
- Beginning in 1992-93, the North Carolina End-of-Grade Tests were implemented in grades 3 through 8. These tests measure the mathematics domain from the 1989 curriculum. Like NAEP, the end-of grade tests in mathematics assess the curriculum in light of the National Council of Teachers of Mathematics (NCTM) Standards.
- The North Carolina End-of-Grade Tests in Mathematics provide a measurement experience that requires students to apply what they know and are able to do related to the activity-oriented revised mathematics curriculum. Mathematics assessment in North Carolina, like the curriculum, emphasizes seven strands in grades 3 through 8: numeration, geometry, patterns and pre-algebra, measurement, problem-solving and mathematical reasoning, probability and statistics, and computation. A variety of assessment strategies are used to measure the seven strands.
- In 1996, North Carolina students in grades 4 and 8 have several advantages over students who were tested in 1992:
  1. multiple years of instruction using the revised mathematics curriculum which focuses on higher order thinking skills and problem solving;
  2. multiple years of taking the North Carolina assessments which measure curriculum implementation in mathematics and use a variety of strategies to assess what students know and are able to do; and
  3. teachers who are more familiar with the revised curriculum and assessment instruments and have adjusted their instructional strategies to reflect a focus on problem solving and higher order thinking skills with a greater emphasis on students demonstrating what they know and are able to do.
- The curriculum and assessment package in mathematics in grades 3 through 8 provides for a rigorous academic experience in mathematics for North Carolina students.

**Performance  
of North  
Carolina  
Students on  
NAEP  
Grade 4  
Mathematics**

- North Carolina's performance in 1996 was above that of the nation and the Southeast in mathematics at the fourth grade. **The average performance of North Carolina students in fourth grade mathematics in 1996 exceeded the average performance of students in the nation on the NAEP assessment for the first time.** North Carolina students achieved an average scale score of 224 on the fourth grade NAEP assessment in mathematics compared to a national score of 222 for public schools in 1996.
- From 1992 to 1996, there was an increase in the average scale score of students in mathematics at the fourth grade in North Carolina and the nation. The increase for North Carolina was larger than the increase for the nation. In fact, North Carolina was one of two states (Texas is the other) that tied for having the largest increase (11 points) in student performance in mathematics on the fourth grade 1996 NAEP assessment.
- North Carolina's average scale score on the fourth grade NAEP mathematics assessment increased from 213 in 1992 to 224 in 1996. This compares to a performance of 219 by the nation in 1992 and 222 in 1996. North Carolina's average score increased 11 scale score points compared to an increase of only four-points (from 1996 NAEP Report—subtraction off due to rounding) for the nation. The average scale score for the Southeast in 1996 increased from 210 in 1992 to 216 in 1996, an increase of 6 scale score points.
- Of the 47 jurisdictions participating in the NAEP assessment in mathematics in the fourth grade, North Carolina scored as well or better than 27 of them (a rank of 20 from the top).
- The performance of North Carolina students in fourth grade mathematics by achievement levels also showed an increase. In 1996, 21 percent of fourth graders scored at or above the *Proficient* level, an increase of 8 percentage points from the 1992 (13 percent) performance. The percent at or above *Basic* increased from 50 to 64 percent. Nationwide in 1996, 20 percent of the students scored at or above the *Proficient* level, while 62 percent of the students scored at or above the *Basic* level.
- North Carolina was one of seven states (Colorado, Connecticut, Indiana, Tennessee, Texas, and West Virginia were the others) showing increases in the percentages of fourth graders who scored at or above the *Basic* and *Proficient* achievement levels over the period 1992 to 1996.
- These results parallel the increases in average student performance in mathematics observed in the results from the 1995-96 administration of the North Carolina End-of-Grade Tests in mathematics at grade 4.

### **Performance of Subgroups at Grade 4**

- Gender.* On the average, male students scored slightly higher than female students at the national level. In North Carolina, on the average, male and female students achieved the same scale score. The average score for North Carolina males was equal to the national average while the score for females was higher than the national average.

- Race/Ethnicity.* The average performance of White students in North Carolina is higher on the NAEP assessment than the performance of Black and Hispanic students. (Sample sizes for other ethnic groups were insufficient to make reliable estimates regarding student performance.) On the average, Black and Hispanic students as well as White students, scored higher than their counterparts at the national level.

- Parents' Education Level.* In general, increasing levels of parental education are associated with higher average mathematics performance in North Carolina and the nation. Except in the category of *Parents Graduated from High School*, where the average performance of North Carolina's students is equal to their counterparts in the nation, the average performance of all other categories of *Parents' Education Levels* for North Carolina students exceeded that of their counterparts at the national level.

### **Performance of Subgroups at Grade 8**

- Gender.* On the average, male students scored slightly lower than female students at the national level. In North Carolina, on the average, males scored higher than females. Males in North Carolina scored as well as their national counterparts, while females in North Carolina scored less than their national counterparts.

- Race/Ethnicity.* The average performance of White students in North Carolina is higher on the NAEP assessment than the performance of Black and Hispanic students. (Sample sizes for other ethnic groups were insufficient to make reliable estimates regarding student performance.) On the average, White students in North Carolina scored less than their counterparts at the national level while Black and Hispanic students scored higher than their counterparts at the national level.

- Parents' Education Level.* Increasing levels of parental education are associated with higher average mathematics performance in North Carolina and the nation. The average performance of North Carolina's students at all categories of parents' education levels was less than that of their counterparts at the national level.

## **Performance of North Carolina Students on NAEP Grade 8 Mathematics**

- While North Carolina's eighth grade scores in mathematics in 1996 were below the national average, they still show a nine-point gain from 1992 and are up 17 points from 1990 (from the 1996 NAEP Report--points depicting gains may differ slightly due to rounding of scores). The 17-point gain since 1990 was the highest in the nation. Michigan and Texas followed with a 12-point gain. The nine-point increase over 1992 was the second-highest in the nation. Only Michigan, with a 10-point gain since 1992, showed higher gains.
- North Carolina students achieved an average score of 268 in 1996 in grade 8 mathematics, compared to 258 in 1992 and 250 in 1990. This compares to an increase from 267 in the nation in 1992 to 271 in 1996.
- Of the 44 jurisdictions (including 40 states) participating in the NAEP assessment in mathematics in the eighth grade in 1996, North Carolina students outpaced or equaled 17 of them, with a rank of 28 from the top.
- North Carolina's performance in eighth grade mathematics by achievement levels also showed an increase. In 1996, 20 percent of eighth graders scored at or above the *Proficient* level, an increase of 8 percentage points from the 1992 (12 percent) and 11 percentage points from the 1990 (9 percent) performance. The percent at or above *Basic* increased from 38 percent in 1990 to 47 percent in 1992, to 56 percent in 1996. Nationwide in 1996, 23 percent of the students scored at or above the *Proficient* level, while 61 percent of the students scored at or above the *Basic* level at grade 8.
- North Carolina was one of six states (Maryland, Michigan, Minnesota, Nebraska, and Wisconsin were the others) showing increases in the percentage of eighth graders who scored at or above all three achievement levels over the period 1990 to 1996.
- These results parallel the increases in average student performance in mathematics observed in the results from the 1995-96 administration of the North Carolina End-of-Grade Tests in mathematics at grade 8.

**Figure 1.7****NAEP 1996 Mathematics Sample Questions for Grade 4**

N stands for the number of stamps John had. He gave 12 stamps to his sister. Which expression tells how many stamps John has now?

- (A)  $N + 12$
- (B)  $N - 12$
- (C)  $12 - N$
- (D)  $12 \times N$

The correct answer is B.

This multiple-choice question measures algebra and functions.

**Grade 4****PERCENTAGE "CORRECT" WITHIN ACHIEVEMENT LEVEL INTERVALS**

| Overall<br>Percentage Correct | Below Basic<br>213 and below* | Basic<br>214 to 248* | Proficient<br>249 to 281* | Advanced<br>282 and above* |
|-------------------------------|-------------------------------|----------------------|---------------------------|----------------------------|
| 67                            | 44                            | 73                   | 90                        | ***                        |

\* NAEP mathematics composite scale range

\*\*\* Sample size insufficient to permit reliable estimates

Ms. Hernandez formed teams of 8 students each from the 34 students in her class. She formed as many teams as possible, and the students left over were substitutes. How many students were substitutes?

Answer: \_\_\_\_\_

The correct answer is 2.

This short constructed-response question measures number sense, properties, and operations. Students' responses were scored correct or incorrect.

**Grade 4****PERCENTAGE "CORRECT" WITHIN ACHIEVEMENT LEVEL INTERVALS**

| Overall<br>Percentage Correct | Below Basic<br>213 and below* | Basic<br>214 to 248* | Proficient<br>249 to 281* | Advanced<br>282 and above* |
|-------------------------------|-------------------------------|----------------------|---------------------------|----------------------------|
| 39                            | 5                             | 42                   | 86                        | ***                        |

\* NAEP mathematics composite scale range

\*\*\* Sample size insufficient to permit reliable estimates

**Figure 1.8****NAEP 1996 Mathematics Sample  
Questions for Grade 8**

A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour?

- Ⓐ 42,456.9
- Ⓑ 41,279.9
- Ⓒ 41,261.3
- Ⓓ 41,259.2
- Ⓔ 41,257.1

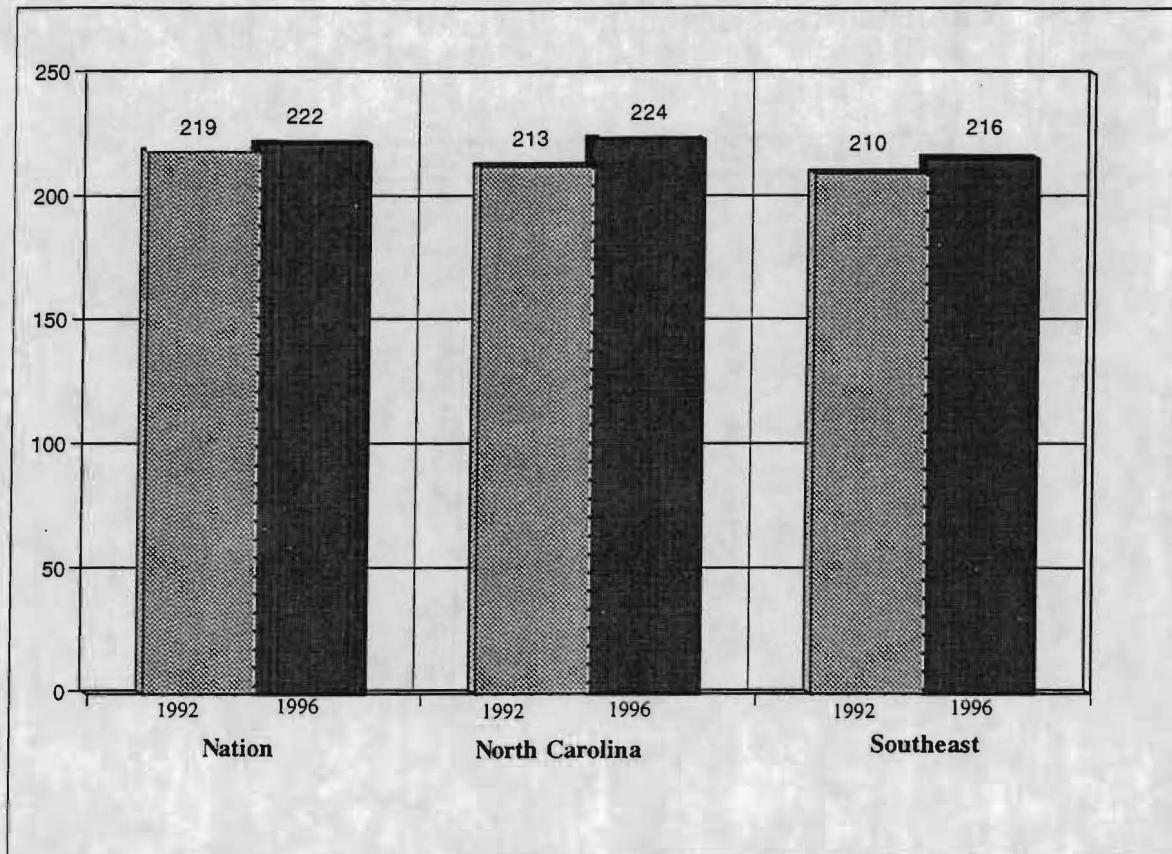
The correct answer is E.

This multiple-choice question measures the measurement strand.

| Grade 8                       | PERCENTAGE "CORRECT" WITHIN ACHIEVEMENT LEVEL INTERVALS |                      |                           |                            |
|-------------------------------|---------------------------------------------------------|----------------------|---------------------------|----------------------------|
| Overall<br>Percentage Correct | Below Basic<br>261 and below*                           | Basic<br>262 to 298* | Proficient<br>299 to 332* | Advanced<br>333 and above* |
| 26                            | 11                                                      | 25                   | 50                        | 70                         |

\* NAEP mathematics composite scale range

## NAEP Grade 4 Mathematics Proficiency for Public School Students



| 1992 Performance States                                 |     | 1996 Performance States                                   |  |
|---------------------------------------------------------|-----|-----------------------------------------------------------|--|
|                                                         | 232 | Maine, Minnesota, Connecticut                             |  |
| Maine                                                   | 231 | Wisconsin, North Dakota                                   |  |
| Iowa                                                    | 230 |                                                           |  |
| North Dakota                                            | 229 | Indiana, Iowa, Massachusetts, Texas                       |  |
| Minnesota                                               | 228 | Nebraska, Montana                                         |  |
| Connecticut, New Jersey                                 | 227 | New Jersey, Utah                                          |  |
| Nebraska                                                | 226 | Michigan, Pennsylvania, Colorado                          |  |
| Utah, Wyoming                                           | 225 | Washington, Vermont, Missouri                             |  |
| Pennsylvania                                            | 224 | <b>North Carolina, DDESS, Alaska</b>                      |  |
|                                                         | 223 | Oregon, West Virginia, DoDDS, Wyoming, Virginia, New York |  |
| Missouri                                                | 222 | <b>Nation</b>                                             |  |
| Colorado, Indiana, Virginia                             | 221 | Maryland                                                  |  |
| Michigan                                                | 220 | Rhode Island, Kentucky                                    |  |
| New York, Nation                                        | 219 | Tennessee                                                 |  |
| Texas, Maryland, Delaware                               | 218 | Nevada, Arizona                                           |  |
| Arizona                                                 | 216 | Arkansas, Florida                                         |  |
| Florida, Kentucky, Rhode Island, West Virginia, Georgia | 215 | Georgia, Delaware, Hawaii                                 |  |
| Hawaii                                                  | 214 | New Mexico                                                |  |
| New Mexico, <b>North Carolina</b>                       | 213 | South Carolina                                            |  |
| South Carolina                                          | 212 | Alabama                                                   |  |
| Tennessee                                               | 211 |                                                           |  |
| Arkansas                                                | 210 |                                                           |  |
| Alabama                                                 | 209 | California, Louisiana                                     |  |
| California                                              | 208 | Mississippi                                               |  |
| Louisiana                                               | 204 |                                                           |  |
| Mississippi                                             | 201 |                                                           |  |
| District of Columbia, Guam                              | 192 |                                                           |  |
|                                                         | 188 | Guam                                                      |  |
|                                                         | 187 | District of Columbia                                      |  |

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Education Progress (NAEP) 1992 and 1996 Mathematics Assessments.

# NAEP Mathematics Assessment: Overall Proficiency in Grade 4

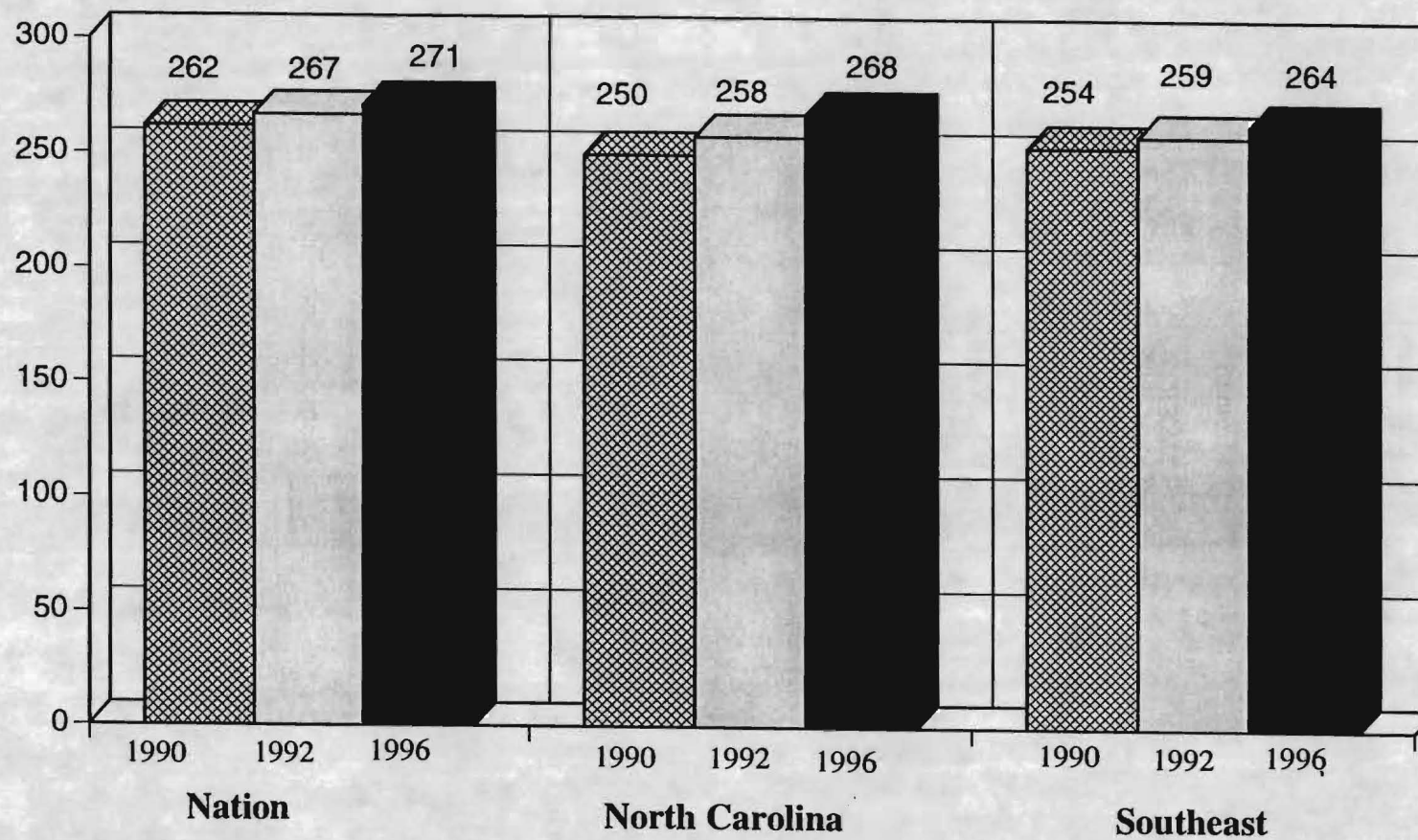
| North Carolina 1992-96 | 1996 Performance of States                             |
|------------------------|--------------------------------------------------------|
|                        | 232 Maine Minnesota Connecticut                        |
|                        | 231 Wisconsin North Dakota                             |
|                        | 230                                                    |
|                        | 229 Indiana Iowa Massachusetts Texas                   |
|                        | 228 Nebraska Montana                                   |
|                        | 227 New Jersey Utah                                    |
|                        | 226 Michigan Pennsylvania Colorado                     |
|                        | 225 Washington Vermont Missouri                        |
| North Carolina 1996    | 224 DDESS Alaska                                       |
|                        | 223 Oregon W. Virginia DoDDS Wyoming Virginia New York |
|                        | 222 NATION                                             |
|                        | 221 Maryland                                           |
|                        | 220 Rhode Island Kentucky                              |
|                        | 219 Tennessee                                          |
|                        | 218 Nevada Arizona                                     |
|                        | 217                                                    |
|                        | 216 Arkansas Florida                                   |
|                        | 215 Georgia Delaware Hawaii                            |
|                        | 214 New Mexico                                         |
| North Carolina 1992    | 213 South Carolina                                     |
|                        | 212 Alabama                                            |
|                        | 211                                                    |
|                        | 210                                                    |
|                        | 209 California Louisiana                               |
|                        | 208 Mississippi                                        |
|                        | 207                                                    |
|                        | 206                                                    |
|                        | 205                                                    |
|                        | 204                                                    |
|                        | 203                                                    |
|                        | 202                                                    |
|                        | 201                                                    |
|                        | 200                                                    |
|                        | 199                                                    |
|                        | 198                                                    |
|                        | ---                                                    |
|                        | ---                                                    |
|                        | 188 Guam                                               |
|                        | 187 District of Columbia                               |

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 1992 and 1996 Mathematics Assessments

## NAEP Grade 8 Mathematics Proficiency for Public School Students



SOURCE: National Center for Education Statistics, National Assessment of Education Progress (NAEP) 1990, 1992, and 1996 Mathematics Assessments.

## NAEP Mathematics Assessment: Overall Proficiency in Grade 8

| North Carolina 1990-96 | 1996 Performance of States             |
|------------------------|----------------------------------------|
|                        | 284 North Dakota Maine Minnesota Iowa  |
|                        | 283 Montana Wisconsin Nebraska         |
|                        | 282                                    |
|                        | 281                                    |
|                        | 280 Connecticut                        |
|                        | 279 Vermont                            |
|                        | 278 Alaska Massachusetts               |
|                        | 277 Michigan Utah                      |
|                        | 276 Oregon Washington Colorado Indiana |
|                        | 275 DoDDS Wyoming                      |
|                        | 274                                    |
|                        | 273 Missouri                           |
|                        | 272                                    |
|                        | 271 NATION                             |
|                        | 270 New York Texas Virginia Maryland   |
|                        | 269 DDESS Rhode Island                 |
| North Carolina 1996    | 268 Arizona                            |
|                        | 267 Delaware Kentucky                  |
|                        | 266                                    |
|                        | 265 West Virginia                      |
|                        | 264 Florida                            |
|                        | 263 Tennessee California               |
|                        | 262 Georgia Hawaii New Mexico Arkansas |
|                        | 261 South Carolina                     |
|                        | 260                                    |
|                        | 259                                    |
| North Carolina 1992    | 258                                    |
|                        | 257 Alabama                            |
|                        | 256                                    |
|                        | 255                                    |
|                        | 254                                    |
|                        | 253                                    |
|                        | 252 Louisiana                          |
|                        | 251                                    |
| North Carolina 1990    | 250 Mississippi                        |
|                        | ---                                    |
|                        | ---                                    |
|                        | 239 Guam                               |
|                        | 238                                    |
|                        | 237                                    |
|                        | 236                                    |
|                        | 235                                    |
|                        | 234                                    |
|                        | 233 District of Columbia               |

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 1992 and 1996 Mathematics Assessments

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**A PRELIMINARY ANALYSIS OF THE 1996 NATIONAL ASSESSMENT  
OF EDUCATIONAL PROGRESS (NAEP)**

**The Class of 2000**

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**A Special Report**

**Presented to**

**Governor James B. Hunt, Jr.**

**Prepared by**

**The Center for Research in Education  
Research Triangle Institute  
Research Triangle Park, North Carolina**

## Background

1. No other state has ever experienced the substantial, sustained gains demonstrated by North Carolina's schools since 1990. Today, North Carolina's public schools are performing as well as other schools in the country and at a higher level than all other southern states.
2. North Carolina's education reform initiatives of the 1980's have begun to pay off in terms of dramatically increased student performance in mathematics. For example, North Carolina
  - redesigned its mathematics curriculum standards around the national mathematics curriculum endorsed by the National Council of the Teachers of Mathematics with higher order skills for all students.
  - emphasized mathematics performance for all students and was one of the first states to require Algebra 1 for high school graduation.
  - strengthened teacher preparation and increased standards for teachers, including incentives for teachers to participate in National Board Certification.
  - monitored implementation of its new curriculum with end-of-grade and end-of-course tests aligned with the new curriculum and similar to NAEP's higher order skills, more challenging items, and reporting based on grade level proficiencies.
  - provided local flexibility with more accountability for local schools and school districts.
3. It took more than a decade of planning, design, and implementation of the state's school reform efforts for the state to begin to see the benefits.

North Carolina's early implementation of significant reform efforts (many initiated before the 1983 *Nation at Risk* Report) positioned the state for early dramatic improvements in student achievement compared to other states with more resources, higher teacher salaries, and fewer challenges based on student

demographics.

## Findings

1. **The National Assessment of Educational Progress (NAEP) is the only appropriate measure for comparing North Carolina's academic performance to the nation and other states.**
  - NAEP is administered to a representative sample of all students in the nation and in individual states.<sup>1</sup>
  - North Carolina's End-of-Grade Test, administered annually to all students, is linked with NAEP (8<sup>th</sup> Grade Mathematics).
2. **North Carolina has moved from its historic position at the bottom of all states in student academic performance to at or near the national average and above all southern states including Virginia, Georgia, and Florida.**
  - North Carolina's 17-point gain in 8<sup>th</sup> grade mathematics for the six years reported by NAEP is twice the national average gain (8 points) and approximately 50 percent higher than the gain by any other state in the nation; the state's average performance was just short of the national average.
  - The state's 11-point gain in 4<sup>th</sup> grade mathematics from 1992 to 1996 is almost three times that of the national average gain (4 points) and places the state above the national average for 4<sup>th</sup> grade.
3. **North Carolina students have improved the equivalent of one additional grade level during this decade. In other words, during the six years from 1990 to 1996, North Carolina students achieved the equivalent of seven years of growth.**
  - The estimated level of improvement for North Carolina's 8<sup>th</sup> grade mathematics score ranges from 0.75 grade level equivalent to 1.50 grade

equivalent. In other words, 8<sup>th</sup> grade students in 1996 were a full year ahead of 8<sup>th</sup> grade students in 1990.

- The estimated level of improvement for 4<sup>th</sup> grade mathematics ranges from 0.75 to 1.00 grade level equivalent.

---

By comparison, the Scholastic Assessment Test (SAT) is administered only to college-bound students (primarily the state's A and B students).

- 
4. North Carolina's 4<sup>th</sup> and 8<sup>th</sup> grade black students scored 5 points above black students nationally. North Carolina's black students are closing the gap with white students in the state and nation.
  5. North Carolina's improvements in performance were uniformly distributed by race, gender, education levels of parents, and family income levels, except for black students (as noted above) who scored relatively better than their national counterparts and for 8<sup>th</sup> grade females who scored 5 points below 8<sup>th</sup> grade girls nationally.
-

## Summary

- North Carolina educators and teachers in particular are to be congratulated, commended, and, indeed, should be rewarded for the unprecedented rise in student academic performance during the decade.
- The focus on reading, writing, and mathematics; high academic standards for all students; increased rigor in all academic areas; and accountability for improved student performance must be maintained to sustain the substantial gains made by our schools.
- The state's high schools must be strengthened in order to challenge the higher achieving freshmen.
- Teachers are required to teach more students more content and skills at higher levels to meet the needs of higher performing students. Additional professional development, classroom resources, and instructional support are essential to sustain the changes in schools.
- Low performing schools in North Carolina must be provided specific guidance and support needed to achieve higher levels of academic performance for all students.
- Momentum is building across the country to implement school reforms that will provide productivity gains equal to North Carolina's. North Carolina is an ideal model among states for systematic, comprehensive school improvement programs.
- Businesses and industries looking for a progressive state with a progressive education system need to know about the state's new status among all states. A public awareness campaign must be implemented within the state, nationally, and internationally for *telling the good news* of North Carolina's public schools today. Old perceptions must be replaced

**North Carolina's public schools today. Old perceptions must be replaced with the new reality.**

- **The Class of 2000 will be the best educated, highest performing graduates ever in the history of our state. The social and economic impact of the Class of 2000 must be studied for determining capacity to meet the needs of these higher achieving students and the long term effects on our institutions of higher education, employment training, and job availability.**

# National Comparison Grade 4 Mathematics

|                      | 1992<br>National<br>Standard | 1996 State Scores <sup>a</sup>      |
|----------------------|------------------------------|-------------------------------------|
|                      | 231                          |                                     |
|                      | 230                          |                                     |
|                      | 229                          |                                     |
|                      | 228                          | Minnesota, Maine, Connecticut       |
|                      | 227                          | Wisconsin, North Dakota             |
|                      | 226                          | New Hampshire                       |
|                      | 225                          | Massachusetts, Texas, Iowa, Indiana |
|                      | 224                          | Nebraska, Montana                   |
|                      | 223                          | Utah, New Jersey                    |
|                      | 222                          |                                     |
|                      | 221                          |                                     |
| North Carolina, 1996 | 220                          |                                     |
|                      | 219                          |                                     |
|                      | 218                          |                                     |
|                      | 217                          |                                     |
|                      | 216                          |                                     |
|                      | 215                          |                                     |
|                      | 214                          |                                     |
|                      | 213                          |                                     |
|                      | 212                          |                                     |
|                      | 211                          |                                     |
|                      | 210                          |                                     |
|                      | 209                          |                                     |
|                      | 208                          |                                     |
|                      | 207                          |                                     |
|                      | 206                          |                                     |
|                      | 205                          |                                     |
|                      | 204                          |                                     |
|                      | 203                          |                                     |
|                      | 202                          |                                     |
|                      | 201                          | (1997) District of Columbia         |

RTI Vector Scale based on State Averages, 1992 Standards \*If no 1996 score, data from 1992 are shown

Scale: **Very Low** **Fair** **Good** **Excellent** **Superior**

**RTI Vector**

# National Comparison

## Grade 8 Mathematics

| 1992<br>National<br>Standard | 1996 State Scores*                   |
|------------------------------|--------------------------------------|
| 286                          | Iowa, North Dakota, Minnesota, Maine |
| 284                          | Wisconsin, Nebraska, Montana         |
| 283                          |                                      |
| 282                          |                                      |
| 281                          |                                      |
| 280                          | Connecticut                          |
| 279                          |                                      |
| 278                          | Massachusetts, Alaska, New Hampshire |
| 277                          | Utah, Michigan                       |
| 276                          |                                      |
| 275                          |                                      |
| 274                          |                                      |
| 273                          |                                      |
| 272                          |                                      |
| 271                          | NATION                               |
| 270                          |                                      |
| 269                          |                                      |
| 268                          |                                      |
| 267                          |                                      |
| 266                          | NATION (1992)                        |
| 265                          |                                      |
| 264                          |                                      |
| 263                          |                                      |
| 262                          |                                      |
| 261                          | NATION ('90)                         |
| 260                          |                                      |
| 259                          |                                      |
| 258                          | Alabama                              |
| 257                          |                                      |
| 256                          |                                      |
| 255                          |                                      |
| 254                          |                                      |
| 253                          |                                      |
| 252                          |                                      |
| 251                          |                                      |
| 250                          | Mississippi                          |
| 249                          |                                      |
| 248                          |                                      |
| 247                          |                                      |
| 246                          |                                      |
| 245                          | District of Columbia                 |

RTI Vector Scale based on State Averages, 1992 Standards \*If no 1996 score, data from 1992 are shown

\*\* Special NAEP Study In North Carolina

Scale:

Very good

Fair

Average

Excellent

Superior

**RTI Vector**

\*\*\*END\*\*\*

## THE WHITE HOUSE

Office of the Press Secretary  
(Raleigh, North Carolina)

For Immediate Release

March 13, 1997

REMARKS BY THE PRESIDENT  
TO THE JOINT SESSION OF THE  
NORTH CAROLINA LEGISLATURE

House of Representatives Chamber  
Raleigh, North Carolina

11:09 A.M. EST

THE PRESIDENT: Thank you very much. Lt. Governor Wicker, Speaker Brubaker, Senator Basnight, the other state elected officials who are here; my good friend, Governor Hunt; Mayor Fetzer. I'd like to thank those who came down here with me today. I brought some of the members of your congressional delegation home -- they don't need to hear this speech, they've heard it before, but I was glad to have them here in moral support-- Congressman David Price; Congressman Bob Etheridge, your former superintendent of education; Congressman Mike McIntire; and Congresswoman Eva Clayton. I thank them for coming. (Applause.)

I also want to say I'm glad to be joined today by your neighbor, the Secretary of Education, Richard Riley, former governor of South Carolina -- (applause) -- and by our new Secretary of Defense, Bill Cohen of Maine. We're glad to have him with us today, too. Thank you, Secretary Cohen, for coming. (Applause.)

I was glad that you mentioned my Chief of Staff, Erskine Bowles. He wouldn't come here with me today because he was afraid all of you would think that he was shirking his duties and not at work. But let me tell you, he is doing a magnificent job. I'm very proud of him. I couldn't believe it when he agreed to come back to Washington and take this job -- especially because I knew it would cost him a small fortune. And he reminded me that his father used to tell him, once you have the tools you've got to spend some time to add to the wood pile. So he's up in Washington adding back to the wood pile. And you should all be very proud of him. He is a remarkable man. He's doing a good job. (Applause.)

I'd also like to thank the other North Carolinians on my staff -- two of the three of them are here today. Doug Sosnik, my former political director and senior counselor, is not

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here; but my Director of Communications, Don Baer, is here; and Charles Duncan, the Associate Director of Presidential Personnel. They both came home with me and they were glad to have the excuse to come home. And I appreciate their being here and their service.

I was told that this was the first time a sitting President has addressed the North Carolina State Legislature. If it's not true don't disabuse me now, because I'm about to say something here. (Laughter.) And I am very honored to be here. Even more important, I've spent a little time here over the years and I am honored and mildly surprised that you are here, because it's tournament time and you've got four teams, as usual, in the tournament. (Applause.)

You may know that I am something of a basketball fanatic. And you may know that one of my most memorable basketball experiences -- I once saw North Carolina and Kentucky play in the Dean Dome, and the car that I came in was towed. (Laughter.) But I had so much fun at the ball game I would have walked all the way back to Arkansas after it was over. (Laughter.) I make it a point never to take sides in basketball games unless my home team in Arkansas or my alma mater, Georgetown, are playing. But I am looking forward to the day when the great Dean Smith breaks Adolf Rudd's record. (Applause.)

There is much for the rest of the nation and especially the rest of the South of to admire in North Carolina -- the determined and visionary leadership that has characterized this state for many decades in education and economic development, in bringing harmony among peoples of different backgrounds.

When I was a young man, I followed the work here of then-Governor Terry Sanford who later became my friend and colleague. Eighteen years ago, when I first started my career as Governor of Arkansas, my best mentor and friend was Jim Hunt. And he is still my mentor and friend. Dick Riley were laughing with Jim Hunt -- we were together 18 years ago as the governors of Arkansas, South Carolina and North Carolina, and we were laughing that Jim was probably the only one of us who could still get elected governor in our home states after 18 years. (Laughter.) And I applaud him on that.

It was in Chapel Hill that the cornerstone was laid at our nation's first publicly funded university, in Kitty Hawk where man first took to the skies. And today, North Carolina is an aeronautics and an air travel hub center for millions of people. Your state universities receive the highest level of funding for research and development in the nation. You have connected more of your communities than any other state in the country to the Information Superhighway -- something I'm trying to do for every classroom and library in America by the year

MORE

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2000. The Research Triangle has one of the highest per capita concentrations of Ph.D.s in the word, and you are clearly one of America's most dynamic centers of economic activity.

The most important thing about all this is not for me to brag on you, you know that already, but to emphasize the main point: These things do not happen by accident. They are the product of vision and disciplined, long-term effort.

Now, our country faces the challenges of a new century -- a whole new economy, a whole new way in which people will work and live and relate to each other here at home and around the world. It is driven by information and by technology. Its best hopes may be undermined by its darkest fears, by the old demons of racial and religious and ethnic hatreds, by terrorism and narco trafficking and organized crime.

This new time that we're moving into that, coincidentally, will be part of a new century and a new millennium, will give more people in this state and this nation the chance to live out their dreams than at any period in human history if we take advantage of it to seize our opportunities and deal with our challenges.

There is unprecedented peace and prosperity now. And it has been very rare in our country's history -- you can go back and find maybe a couple of other examples when we've had real security, a feeling of prosperity, and yet, a whole lot of challenges before us. Usually when people feel secure and relatively prosperous, one of two things happens -- neither of them very laudable, but it's part of human nature -- we either get sort of happy and self-satisfied and don't do anything, or because we are not gripped by big differences, we fall out with each other over small things and petty things make us less than we ought to be.

The point I want to make today is that we cannot afford either to be complacent or to be divided among ourselves about small things. For we have been given an opportunity almost unique in American history to fashion a future that will embrace everybody. And we cannot and dare not blow that opportunity.

If you look at where we are now, you can see the vistas of the future. Our economy produced 12 million jobs in four years -- never happened before in a four-year period. We've had constant decline in crimes. We've had the biggest drop in the welfare rolls in American history in the last four years. In North Carolina, you've seen the unemployment rate drop to 4.2 percent -- 75,000 people off the welfare rolls; 350,000 new jobs. That's going on all over America. But you know that we have more to do.

I have been going around the country to the Michigan and the Maryland state legislatures -- today the Vice President

MORE

is in California speaking to the state legislature as I am here with you -- because I know that to achieve the vision that we share for America we all have to do our part. I've said many times that the era of big government is over. Your federal government is now 285,000 people smaller than it was the day I took office. It's the smallest its been since President Kennedy was in office, in real terms. As a percentage of the civilian work force, the federal government is now as small as it was when Franklin Roosevelt was sworn into office the first time before the New Deal.

But the challenges we face are still very big, indeed. If they cannot be solved by government alone, and especially by the federal government, obviously, a new partnership is required. And new efforts, new activity, new responsibility is required of people at the state level, at the local level and in their private lives. The biggest challenge we face today, I believe, is the challenge of creating a world-class education system that embraces every child that lives in this state and in this nation. And this must not be a political football.

In the Cold War, because we knew that communism threatened our existence, it became commonplace that politics would stop at the water's edge. And the Democrats and the Republicans would fight like cats and dogs over whatever it was they were fighting about, but when it came to standing up to the threat of communism we were together. If the President of one party went abroad on a mission of world peace, he was never criticized back home by members of the other party because politics stopped at the water's edge.

I think we understand today intuitively that education holds the key to our future in the 21st century. And I believe politics must stop at the schoolhouse door. (Applause.)

When I was governor, a long time ago now, North Carolina already had the highest percentage of its adults in institutions of higher education of any state in the South. The economy was growing and it was diversifying, and yet you still had more success in maintaining manufacturing jobs than any state in our region, and indeed, in the country. You know all this. Last year you had the biggest increase in 8th grade math scores, I noticed, in the country. I was in Michigan and I said that they had had the second biggest increase in math scores, and the minute I got in the car Governor Hunt made sure I knew who was number one. (Laughter.) So I knew that.

The Governor chose to be sworn in at the Needham Laughton High School, his old school, to make clear that school standards and teaching excellence will be his top priorities. But with all the progress that we have made, you know we've got a lot more to do.

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Between 1992 and the year 2000, 89 percent of the new jobs created in this economy will require more than a high school level of literacy and math skills -- 89 percent. Today, even though over 80 percent of our children are graduating from high school, more than half -- or about half the people entering the work force are not prepared with these skills. We all know that is true.

For 20 years, inequality among working Americans grew. In the last few years it started to shrink -- in the last couple of years -- as we've gotten -- more and more of our new jobs are becoming higher-wage jobs and as growth and productivity are permitting wages to rise again.

Many people, just a couple of years ago, were saying, well, is the middle class vanishing in America, will it always be squeezed, are we going to create a country with a huge number of people that are very well off and an even much larger number of people that are poor, with a smaller middle class. We've seen in the last few years that that does not have to happen. We can begin to grow the middle class again with productivity and growth and the right kinds of new jobs, but we have to be able to provide the people with the skills to hold those jobs if we're going to maintain a high-wage, high-growth, high-opportunity society in America in the 21st century. And our schools are still turning out millions of young people who simply cannot do that.

That is why our number one priority has to be to make America's education the best in the world. We have to have a nation in which every 8-year-old can read independently, every 12-year-old can log on to the Internet, every 18-year-old can go on to college and every adult American can keep on learning throughout an entire lifetime.

In my State of the Union address, I laid out a 10-point call to action for American education that describes the steps we have to meet. First, we have to make sure the all of our children come to school ready to learn. Our balanced budget will expand Head Start to a million children. But we all must do more, and a lot of that has to be done at the state level. And I hope every state in the country is looking closely at the Smart Start program in North Carolina. (Applause.)

The idea of having all elements of a community in a community nonprofit environment working on not only education, but health care and parenting skills and child care, trying to give our poorest children a coherent early childhood is terribly important. Scientists have discovered that learning begins in the earliest days of life. And now we have to explore how parents and educators can best use these findings.

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On April 17th, the First Lady and I will host the White House Conference on Early Childhood Development and Learning in Washington, and I want Smart Start to be an important part of what is considered there.

Let me just give you one simple example of the scientific findings. Over half of the capacity of the brain to absorb and to learn and to grow, the capacity is developed in the first four years of life. In the first four years of life, if a child has parents who understand this and who constantly -- whether they have a Ph.D. or they were high school drop-outs -- but who constantly work at nourishing the child's learning capacities, that child will get 700,000 positive contacts.

But in the typical experience of a child with a single parent, let's say, with very little education and no self-confidence about parenting and no training and no understanding, and a sense that no difference can be made, and the child that's left in front of the television in the first four years, that child will get 150,000 positive contacts -- a more than four-to-one difference.

Now, you tell me what the future is going to be life for them. Smart Start can change that. And our cooperative efforts can change that. But we have to understand that we have totally underestimated the impact of this whole thing. And the new scientific findings impose upon all of us a heavier responsibility than we have ever had for developing the capacities of our children in their earliest years. So I look forward to that. (Applause.)

I believe we have to do more to give constructive alternatives, creative alternatives for our young children in our public schools. I favor public school choice. I've been a pioneer supporter of the charter school movement. I think that it's important to open schools that stay opened as long as they do a good job, but only as long as they do a good job. And I know that this afternoon, your State Board of Education has the opportunity to open more charter schools than any state has ever opened at one time, to foster innovation and competition and renewal. I hope the Board will take that step today, and one more time, North Carolina will be in the vanguard of a movement you can be proud of. (Applause.)

We have got to have a commitment to rebuild our schools and give our children the facilities they need to learn in. We have the largest number of children in public schools in history. The Secretary of Education never gets tired of reminding me, since I am the oldest of the baby boomers, that our generation has finally been eclipsed in numbers by the people that are in the public schools today. We also have the physical facilities in many of our schools deteriorating at a rapid rate. So, for the first time in history, I have proposed a program that will enable us at the national level to support local efforts to

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increase their investment in the physical facilities of the schools by making sure that the interest rates are lower and the costs are lower in the places where the need is most critical.

I'm going to Florida after I leave you, and tomorrow morning, I will be at a school where there are 17, I understand, according to my briefing -- 17 trailers for classroom space around the existing school facility in a modest-sized community in Florida. That is not an atypical experience in many of our states.

We have to meet our national goal of connecting every classroom and library to the Internet by the year 2000. We have to open the doors of college to all. North Carolina pioneered, with your network of four-year and two-year higher educational institutions, pioneered the idea that education ought to be a lifetime experience and that the doors ought to be open to everyone.

In the last four years, we have lowered the cost and improved the reach of the student loan program, added 200,000 slots to work-study, opened up almost 70,000 slots for college through the national service program, AmeriCorps. We have worked very, very hard, but I think we have to do more.

It is clear to me -- if you look at the job profile, where 89 percent of the new jobs will require more than a high school education, we have to make two years of education after high school -- the 13th and 14th grades -- just as universal in America by the year 2000 as a high school diploma is today -- every bit as universal. (Applause.)

To achieve that our balanced budget plan proposes a \$1,500 HOPE Scholarship -- a tax credit that reflects the cost of the typical community college tuition in America, modeled on Governor Zell Miller's HOPE Scholarship program in Georgia. We propose to give people a tax deduction of up to \$10,000 a year for the cost of any education after high school; an expanded IRA that you can withdraw from tax-free if the money is used to pay for higher education; and the largest increase in Pell Grants in 20 years, along with another 100,000 work-study slots. That will help North Carolina, and it will help America.

Finally, let me say on this subject, we know we have to make sure learning continues throughout a lifetime. We know that we have older and older students going back to community colleges, changing their careers and getting new careers and opening up new vistas. We have a federal response which I think is totally antiquated. There are at least, conservatively speaking, at least 70 different federal programs that were developed with the best of intentions to try to help to pay for various training programs for people who lose their jobs or people who are grossly underemployed.

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I have proposed for four years -- with a Democratic Congress and with the Republican Congress -- getting rid of these programs and putting the money in a pot and sending a skills grant to an unemployed person or an underemployed person who has qualified for any of them, and let them go to the nearest community college or four-year college if it's the appropriate one -- whatever is nearest and best to get their education. We do not need a lot of government intermediaries here. People know -- people know what they need. They're capable of making a judgment.

In a state like North Carolina and most places in the country, nearly everybody's within driving distance of a community college that works. And that's -- I call that my G.I. Bill for America's Workers. And if you could prevail upon your legislators to support it, I would appreciate it. I've been trying for four years to pass that thing. I would appreciate it. (Applause.)

I think the most important thing we have to do is to make sure that our children have met certain national standards in basic courses. In 1989, when President Bush and the governors met at the University of Virginia, I had the honor of being the Democratic governor chosen to try to write the nation's education goals. And at the time we always assumed that out of those goals there would come national standards and a system, a nationally recognized system of testing our children to see if they met those standards.

Well, that hasn't happened yet. And as a result, we still don't know. We don't really know whether every child in every classroom knows what he or she needs to know when he or she needs to know it in math and in basic language skills. I have challenged every state in this country to adopt high national academic standards, not just in math and language, but in other areas as well, to participate nationally by 1999 in an examination of 4th graders in reading and 8th graders in math so that we can see how every child is doing in meeting those basic standards.

Now, this is, I know, somewhat controversial. There are people who have actually argued that you couldn't possibly have a national examination reflecting national standards in a country as diverse as America -- as if it's some sort of plot, as if math is different in Raleigh than Little Rock; or any board of education could rewrite the rules of algebra for Alaska as opposed to Florida. I think that is inherently implausible.

When you compete here in North Carolina for a new high-tech plant, when the Research Triangle finds some new breakthrough, you do it based on an international competition -- you have to win based on standards that are imposed. We have to be willing to hold our children to the same standards and to hold ourselves to the same standards.

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Governor Hunt told me today that he will endorse our call for national standards and a testing plan. North Carolina, therefore, would be the third state to do so. The Republican governor of Michigan joined in, along with his legislative leaders, just a few days ago.

But let me say what I think we need to do. A lot of you know a lot about this. We have some standardized tests in America, but we don't have any tests to nationally accepted standards. The closest we have is the so-called NAEP test, the National Assessment of Education Progress. But, as all of you know, it only is given to a sample of students in various districts. There is no examination in America which says, here are the standards that everyone should know in language or math, and here is a test which reflects those standards; and it doesn't matter whether you're first or last in your class, it matters whether you get over this bar. If you're first in your class and nobody is over this bar, nobody know what they need to know. If you're last, but you're over the bar, you're still going to do okay in this old world.

I think that is very important. We all need to know that. We all need to know that. You know -- and let me also say that I know it won't be easy, because some of our kids won't do all that well at first. If you saw the State of the Union address you know that I introduced two students from 20 school districts in Northern Illinois who took the Third International Math and Science Survey and the 20 school districts up there tied for first in science and second in math in the survey, with Singapore for first. But if they had finished dead last I would have been equally proud of them because they were willing to actually hold themselves to international standards of achievements and measure themselves.

And this is where we need all of your help. I'm convinced that one of the reasons that we've never done this in America is that we were afraid if the news was bad we wouldn't know what to do about it. And I think that in so doing we have sold our children short. All the evidence is, all the scientific evidence is, all the anecdotal evidence is that almost all of our children, without regard to their race, their income and where they live, can learn what they need to know to compete and win in the global economy. And when we do not hold them to high standards because we are afraid that in the beginning they won't meet them, we are selling their futures down the drain and we are insulting them, because they can meet these standards.

What we have to be willing to do is to say, okay, we'll have these exams, we'll hold people to high standards; some people won't make it first; we don't want to punish people, we want to lift everybody up; but we can't know how to lift people up unless we know where we start.

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When I go around the world people find it unbelievable that we have no national standard in America to tell our parents and our school leaders whether our children know what they're supposed to know in the basic skills that are necessary to learn all the other more sophisticated things we want people to know.

And I tell you, I believe in the kids of this country. I have been in schools in circumstances where it would be unthinkable that people could learn -- because of crime in the neighborhoods and because of poverty in the neighborhoods. And I have seen children performing at very high levels, meeting standards that would be acceptable in anyplace in the entire world. And I am tired of people telling me that there is some reason we shouldn't have that opportunity given to every American child. We are not protecting our children by denying them the chance to develop their God-given capacities to measure up to what they need to know and do, to do well in the future. And we ought to stop it and do better. (Applause.)

Now, on a lighter note, you may wonder why the Secretary of Defense is here with me today. (Laughter.) Before I came down here, Senator Helms asked me to tell you that he is not the guard that Jesse once said I would need to come to North Carolina. (Laughter and applause.) Ever since I got a Chief of Staff that does not speak with an accent, we've been getting along a lot better, Senator Helms and I. (Laughter.)

There is another reason that the Secretary of Defense is here today. We want to set an example -- we want to set an example, we think we ought to start the standards movements with the schools that we run at military bases. At 66 schools across our country and 167 more around the world, our Department of Defense educates 115,000 of our children every year. The Department of Defense runs a school system as big as that of the state of Delaware. And I met some of the children, some of the teachers and some of the parents out at the airport when I came in today.

Sixteen of those schools are at Camp LeJeune and Fort Bragg, right here in North Carolina, and nearly 8,000 students attend them. It's important that we give these children the best possible education, too -- especially these children, because their families sacrifice, they live far from home, they often risk their lives for their country. It's important, too, because these students come from every racial and ethnic background. They move from place to place as their parents are transferred from base to base.

Because of this mobility, no groups of students better underscores the need for common national standards and a uniform way of measuring progress than this group. If standards can work in these schools, they can work anywhere.

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So I am pleased to announce today that, with the strong support of the Secretary of Defense, the Department of Defense schools have stepped forward to ask that their students be among the first to take the new tests when they become available. The Secretary of Defense and the Secretary of Education Riley have both committed their work.

Starting in 1999, students and classrooms, from Wiesbaden Air Force Base in Germany to Kadena Air Force Base in Okinawa, to Camp LeJeune will learn the same rigorous material and take the same national tests as students throughout this state, and I hope throughout our entire nation. We can make our public schools just like our military, the best on Earth, if, like our military, we are willing to adhere to high, rigorous standards for all people, regardless of their background. That's what we ought to do.

And I thank you, Mr. Secretary, for being here today. (Applause.)

Let me also say that we know we have to do more work to prepare all of our students. And the Department of Defense is being directed today through its school system to use every resource to prepare the students for 1999 when the new math and science tests -- or math and reading tests are ready.

Let me mention one other thing that I think is very important, and it goes well with a lot of what you are doing here with your pre-school years and your early years. It is appalling to me that 40 percent of America's 8-year-olds cannot read a book on their own. But it's true. And the rest of this stuff is just sort of whistling the breeze if people can't read. So we have launched the America Reads Initiative, through the Department of Education, to mobilize an army of a million reading tutors, properly trained, to help make sure that by the year 2000 every 8-year-olds can read independently.

Thirteen North Carolina college presidents have pledged to commit a portion of their work-study students to serve as tutors, and I thank them for that. We're going to have 300,000 new work-study students over a four-year period. If we can put at least a third of them into reading instruction for our young children, we'll be a long way toward those million volunteers.

We ought to be clear about something else, too -- and here's something that I really take my hat off to Governor Hunt for. We cannot expect our children to meet high standards unless we demand that our teachers meet high standards. We have to do whatever is necessary to make sure that they do.

Last year, the report of Governor Hunt's National Commission on Teaching and America's Future laid out a blueprint for the road ahead. And all of you have together across party

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lines to develop a comprehensive legislative agenda that implements the report's recommendations. We have to start by recognizing and rewarding our best teachers. We all know what a difference a good teacher can make in the life of a child. I know what a difference my teachers made in mine.

The National Board for Professional Teaching Standards, led by Governor Hunt, has encouraged teachers all over the country to improve their skills and seek certification as master teachers. North Carolina already has more certified national teachers than any other state in the country. And the Governor was kind enough to bring five or six of them out to the airport to meet me, and they were not ashamed of the fact that they had been board-certified master teachers.

Over 20 percent of all the teachers that have been certified are here in North Carolina. That's the good news. The bad news is that only about 500 teachers have been certified. In our balanced budget plan, there's enough money to help 100,000 teachers achieve this important credential. Now, the states need to do things like North Carolina has and offer to pay -- the Governor's plan would pay master teachers another 12 percent more. You have to encourage people. But we need 100,000 at least, because what we really want is at least a board certified master teacher in every single school building in America. If you get one in every single school building in America, we know from the research that they will change the education environment and help lift the standards that other teachers achieve and help to lift the quality of teaching in all the classrooms.

So that is one of the things that we're trying to do in our budget. But again, I'd say that we are following your lead and especially the years and years and years that Governor Hunt has put into this. In April, Secretary Riley will hold a national forum on attracting and preparing teachers with 50 of our nation's best teachers and thousands of others. And we are going to have to do more to encourage our brightest young people to become teachers.

Finally, we also have to make sure, as the Governor said, that while good teachers get a raise, the truly bad teachers who can't measure up should get a pink slip. We have to do that in an expeditious and fair way. Today, that is too time consuming and costly. In some states, it can cost hundreds of thousands of dollars. That same money could be and should be used to reward good teachers and to train those who are trying to improve their skills. We can change this, as they have in Cincinnati where school boards and teachers unions have worked together in partnership to find more efficient and fair ways to remove teachers who should leave the classroom. Encouraging teachers is not easy or cheap, but again, I say, we know what a phenomenal difference it makes.

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Finally, to elevate teaching, I think we have to reform the way we spend money in our schools and give parents the tools to demand more accountability. Today, the Vice President is discussing that at the state legislature in Sacramento, California. His reinventing government initiative has helped us to shrink the national government to the smallest it's been in three decades and to take that money and invest it in education, invest it in technology, invest it in transportation, invest it in growing the economy and building a better future. We have to have the same sort of national effort to analyze the way expenditures are made in public education throughout America, so that we can support those who are committed to reducing unnecessary bureaucratic expenditures and increasing expenditures on children and teachers and learning.

Yesterday I did a town hall meeting, with 35 children, on drugs. And I asked all these kids -- and some of these kids had been on drugs and were off drugs, a couple of these kids were in treatment, some of them had been in families of gang members who had been involved in drugs, and then some of them had never used drugs. It was a whole panoply of kids. But I went through child after child after child, and I asked them to tell me about their circumstances. And they all said, we need mentors, we need programs we're interested in. And one after another they kept telling me about how their school had had to abandon its music program or its art program, its physical education programs, its intramural athletic programs -- all the things that happen after school or on weekend that keep kids involved in positive things.

We have to understand that however much money we have for our schools we have to make sure we are spending it first and foremost on instruction and, secondly, on ways designed to give the children the best chance to live productive, wholesome, good, constructive lives -- and that ought to be a national effort as well.

We have found phenomenal amounts of money that we could redirect in the federal government to reducing the deficit or investing in our future simply by slowly, but deliberately, eliminating hundreds of unnecessary programs, thousands of unnecessary regulations and reducing -- without running people off -- just slowly reducing the size of government until we have got it to the point where I mentioned to you earlier.

And we have to work on that in our schools because we cannot afford to waste a single dollar when it comes to these children's future. And it is folly to believe that we're not paying for it when we take these kids away from a chance to have a full, wholesome experience and to be in those schools after school hours or before school hours and doing things in addition to their academic learning. So I hope you will support that.  
(Applause.)

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Let me just say one final word in closing about another big job we have to do together. We have to finish the work of welfare reform. In the first four years of my presidency, we gave waivers from federal rules to 43 states to do all kinds of things to help move people from welfare to work. We now know that partly because of the growing economy, partly because of state welfare reform efforts, and partly because of a 50 percent increase in child support collections nationwide, the welfare rolls went down by 2.6 million in four years -- a record number.

Then the Congress passed and I signed the welfare reform bill, which says there will still be a national guarantee for poor children for food and medicine, but there's a limit to how long an able-bodied person can be on welfare without going to work. And we're going to give it to the states and let the states decide how to design their plans to move people from welfare to work.

Well, what I want to tell you folks is that this is like that old country singer, Chet Atkins, used to say, you've got to be awful careful what you ask for in this old life, because you might get it. And now you've got it. And here is what you have: In order to meet the demands of the law that was supported by almost every governor and every state official in the country, we must move about another million people from welfare to work. Now, keep in mind, when we reduced the welfare rolls by 2.6 million some of those were children -- only about a million of those were people moving from welfare into the work force. So we moved a million people in four years when the economy created almost 12 million jobs. We have to move another million in the next four years because of what the law says, whether the economy creates jobs or not. And it is your responsibility to design a plan to get that done.

Now, I want to help. And I have proposed federal legislation to give a tax credit of 50 percent for up to \$10,000 in salaries for people who hire people specifically off welfare. I have proposed to give extra cash to high-impact, high-unemployment areas so people can do public service work, community service work, if necessary.

But there are more things you can do. Your Work First program here in North Carolina is encouraging private employers by subsidizing paychecks and holding job fairs. These are the kinds of things we have to do everywhere. But you really need to look at how your program works. And you need to look at whether you have a system for challenging private employers to look at the incentives that are available. And you need to figure out how many people every country is going to have to move from welfare to work in order for you not to have a train wreck at the end of the next four years.

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Every state has to do this. And it's going to have to be done county by county, community by community. Because I'm telling you, everybody that ever said people who are able-bodied on welfare ought to have to work now has a moral obligation to make sure that the people who have been told they have to work actually have jobs so they can work. We have to do that. (Applause.)

Let me just say -- I have been to a lot of states and looked at a lot of programs. In Missouri, they go to employers and say, we'll give you the welfare check for up to four years if you need it; but you have to pay people \$1.75 over the minimum wage and we'll give you the welfare check as an employment-in-training supplement. And you can have it for a slot, but not for a particular individual, for up to 10 years if you'll just keep being part of our program. So they've got a lot of employers -- small, medium and large -- who are part of that.

You have to do something like that to do something for the employers who are not taxed. Community nonprofits and religious organizations can hire a lot of people from welfare into their ranks, and have a lot to do with integrating their families into the mainstream of life in North Carolina. But they have to have some incentive to do so.

The second thing I would urge you to do is to make sure that as you realize savings from people moving from welfare to work, I think you can meet your goals better if you turn around and invest at least the initial of those savings back into the transition. We did a good job of adding \$4 billion to child care for people moving from welfare to work. But we still may not have enough child care to do the job. And we know that is a huge barrier. You cannot ask people to hurt their kids when they go to work. And a lot of folks entering these entry-level jobs don't make much money. Now, we can carry them over with Medicaid health insurance for their kids for a while -- they've got to have the child care.

This bill gives you a lot of flexibility and now you have to design this program. I would just implore you to really get down to brass tacks, get the facts: How many people does North Carolina have to move from welfare into jobs in four years? How many is that per county? How many is that per community? What are the tools we have? Who have we asked to do the job?

I believe that the private sector is anxious to be asked to participate in this. I believe they want to end the permanent underclass in America and help people move into the thriving, growing middle class. But we have to do it in an organized, disciplined way state by state. We're going to do our part, but we need you to do yours.

Finally, let me say that it is obvious from looking at education that we have to have a new partnership in America. Washington can lead the way, but the work has to be done by all Americans. North Carolina has led the way for a long time.

I was smiling today when I got up and I thought about coming down here, and I thought about the first time I was ever in a meeting with Governor Hunt and Governor Riley -- 18 years ago -- we were all much younger then. And we had this idea that all the southern states would reach the national average in per capita income and have all these great opportunities for our people if only we could have an education system that was as good as anyplace in the country and it would reach everybody, without regard to race or income.

And, ironically, the mission that many of us who are southerners have carried for 20 or 30 years in our hearts is now the mission of America in a global society dominated by information and technology. And it is within our reach, literally, to give every single child in America the greatest future in human history if we create the conditions in which we can flourish -- that's partly our job, through national defense and meeting the security challenges and providing a good economy -- but also having the tools.

We cannot guarantee the future for any child, but we can give every child the tools to make the most of his or her own life. That is now America's mission. It is a mission this state has pursued for a long time. If you will lead the way, America's best days are still ahead.

Thank you and God bless you all. (Applause.)

END

12:00 Noon EST



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## FACSIMILE

TO:

NAME: Marcia Hale, Mike Cohen

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FROM:

NAME: Debby Bryant

DATE: 3/10 NUMBER OF PAGES: 14

COMMENTS OR INSTRUCTIONS:

Per your request -

Gov. Hunt wants: 1) NAEP scores - NC success;  
2) Bipartisan; 3) Teachers, Teaching; and  
4) Don't overdo on [ + Hunt ].

Tom Houlihan reviewed Standards piece -  
looks great - Will not be able to talk  
directly to Gov. Hunt until Tues. p.m.

James B. Hunt Jr.  
Governor



State of North Carolina  
Office of the Governor

For Release: **MEDIA ADVISORY**  
Date: **March 7, 1997**

Contact: **Dana Pope**  
Phone: **(919) 733-5612**

**GOV. HUNT'S SCHEDULE FOR MARCH 10-14, 1997**

**Monday, March 10**

--Delivers welcoming remarks to about 400 technology executives at Cisco Systems Conference.  
(8:30-9:15 a.m., Imperial Salon, Sheraton Imperial Hotel, Research Triangle Park)

--Delivers remarks at Conference for Improving Minority/At-Risk Student Achievement, sponsored by the State Board of Education and other education groups. The conference's theme is "Blueprint for Excellence," and participants will discuss ways to reach minority and at-risk students.  
(9:30-10 a.m., Friday Center, off Hwy. 54, Chapel Hill)

--Presides over the second Governor's Summit on North Carolina Agriculture. The two-day summit brings together farmers, agriculture business leaders, government and industry leaders to discuss the future of agriculture in North Carolina. This year's summit will feature U.S. Secretary of Agriculture Dan Glickman and Sen. Jesse Helms. For a complete schedule, contact the Press Office.

(Afternoon session, 1-4:30 p.m., Hunt delivers welcoming remarks in opening session at 1 p.m.)

Dinner session, 7-9 p.m., all sessions in Grand Ballroom, North Raleigh Hilton, Wake Forest Road, Raleigh)

**Tuesday, March 11**

--Presides over second day of Governor's Summit on North Carolina Agriculture and delivers keynote address.

(7-11:30 a.m., Grand Ballroom, North Raleigh Hilton; Hunt scheduled to speak at 11 a.m.)

--Give brief remarks at Statewide School Superintendents Meeting.  
(11:45-noon, 1st Floor Auditorium, Education Building)

--Office appointments.  
(Noon-2:30 p.m.)

**Wednesday, March 12**

--Office appointments.  
(9-11 a.m.)

--more--

Governor's Press Office  
State Capitol, Raleigh, NC 27603-8001  
(919) 733-5612 - Toll Free 1-800-662-7005  
FAX (919) 733-5166

**--Presides over Education Cabinet meeting.** The Education Cabinet is made up of the heads of the state community college system, the UNC Board of Governors, the State Board of Education, the Independent Colleges and Universities, and the state superintendent of public instruction.

(11:15 a.m.-12:15 p.m., McKimmon Center, corner of Gorman Street and Western Blvd., Raleigh)

**--Attends State Education Commission meeting.** The commission is made up of members of the State Board of Community Colleges, the UNC Board of Governors, university boards of trustees, the State Board of Education, and the Independent Colleges and Universities.

Chancellor John Silber of Boston University will speak at the event, and a panel led by UNC President Emeritus Bill Friday will discuss "What Matters Most: Teaching Excellence," which will be broadcast live by UNC Television. Legislators and other education leaders will participate in the discussion.

(Governor at event from 1:45-4:15, McKimmon Center, Raleigh -- 1:45-2:30 p.m., commission meeting; 2:30-3:15 p.m., speech by Chancellor John Silber; 3:15-3:25, break; 3:30-5 p.m., panel discussion)

**--Attends Wake County Education Partnership Pieces of Gold Awards.** Gov. and Mrs. Hunt will receive this year's "Friends of Education" award for their volunteer efforts in the Wake County schools. The Hunts both volunteer weekly with students in the Wake County SOS program.

(7-8:30 p.m., Memorial Auditorium, Raleigh)

**Thursday, March 13**

**-- Attends President Clinton's address to a joint session of the General Assembly.**

(11 a.m., House Chamber, Legislative Building)

**--Office appointments.**

(2-5 p.m.)

**Friday, March 14**

**--Office appointments.**

(8 a.m.-1 p.m.)

James B. Hunt Jr.  
Governor



## State of North Carolina Office of the Governor

For Release: IMMEDIATE  
Date: Mar. 7, 1997

Contact: Fred Hartman  
Phone: (919) 733-5612

### LEGISLATORS SHOW STRONG SUPPORT FOR HUNT'S EXCELLENT SCHOOLS ACT

RALEIGH -- One hundred and thirty one legislators from both parties are supporting Gov. Jim Hunt's Excellent Schools Act, a comprehensive approach to raising standards for teachers, and recruiting and retaining the best teachers for North Carolina children.

The bipartisan legislation was introduced to both the Senate and House last week by Senate President Pro Tem Marc Basnight and House Speaker Harold Brubaker, the primary co-sponsors.

"We're standing together -- both parties -- for our children and for excellent schools," Hunt said. "I appreciate the strong support of our legislators and the leadership of Speaker Brubaker and Senate President Pro Tem Basnight. I look forward to all of us working together to see that this bill become law."

The Excellent Schools Act would raise academic and teaching standards, reward teachers for performance and raise the average teacher salary to the national average by the year 2000.

Now, one-third of North Carolina's teachers leave the profession within the first five years because of low pay, safety concerns and lack of preparation for the classroom. Under the Excellent Schools Act, beginning teachers would have to meet more rigorous standards and undergo more preparation before entering the classroom, and would get more help and training as entry-level teachers. At the same time, starting salary for teachers would go from \$21,330 to \$25,000 by the year 2000.

The Excellent Schools Act would also raise the bar for teachers getting a continuing license, renewing their license, or getting tenure -- and the largest pay increases would be tied to teachers' ability to clear those hurdles. At the same time, the tenure process would be shortened to make it easier to fire bad teachers. The most experienced teacher who meets the very highest standards -- including being National Board-certified and getting a more rigorous master's degree -- could earn as much as \$53,000 under the bill. Hunt chairs the National Board for Professional Teaching Standards, and North Carolina has more board-certified teachers than any other state.

Much of the Excellent Schools Act is based on the recent recommendations of the National Commission on Teaching and America's Future, a national education reform group chaired by Hunt which sought out the best, most effective ways to recruit and retain the best teachers.

In addition, Hunt is pushing to expand Smart Start into all 100 counties this year, to put more sworn law enforcement officers into the most violent and disorderly middle schools and to expand SOS, the after-school crime prevention initiative that matches adult volunteer mentors with at-risk students.

*(Attached is a list of legislators who have co-sponsored the Excellent Schools Act)*

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 Greene (Part), Pitt (Part)  
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 Mecklenburg (Part)  
 Cary D. Allred  
 Alamance, Caswell, Orange (Part),  
 Rockingham (Part)  
 Gene G. Arnold  
 Nash (Part), Wilson (Part)  
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 Lenoir (Part), Wayne (Part)  
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 Union (Part)  
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 Madison, Swain  
 Donald A. Bonner  
 Hoke (Part), Robeson (Part),  
 Scotland (Part)  
 Joanne W. Bowie  
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 Flossie Boyd-McIntyre  
 Guilford (Part)  
 Jerry Braswell  
 Duplin (Part), Sampson (Part),  
 Wayne (Part)  
 C. Robert Brawley  
 Catawba (Part), Iredell (Part)  
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 Alexander (Part), Wilkes, Yadkin  
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 Avery, Burke (Part), Caldwell  
 (Part), Catawba (Part), Mitchell  
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 Buncombe (Part) ---  
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 Halifax (Part), Person, Vance (Part),  
 Warren (Part)  
 Arlie F. Culp  
 Chatham (Part), Guilford (Part),  
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 Bill Culpepper  
 Chowan, Dare, Perquimans (Part),  
 Tyrell, Washington (Part)  
 W. Pete Cunningham  
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 Andrew T. Dedmon

Cleveland, Gaston (Part), Polk  
 (Part), Rutherford  
 W.W. Dickson  
 Gaston (Part), Mecklenburg (Part)  
 Jerry C. Dockham  
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 Ruth M. Easterling  
 Mecklenburg (Part)  
 Rick L. Eddins  
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 Wilson (Part)  
 Stan Fox  
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 Warren (Part)  
 John R. Gamble, Jr.  
 Gaston (Part) and Lincoln (Part)  
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 G. Wayne Goodwin  
 Montgomery (Part), Richmond,  
 Scotland (Part)  
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 Mecklenburg (Part)  
 Joe Hackney  
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 Watauga  
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 (Part)  
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 Brunswick (Part), Columbus (Part),  
 New Hanover (Part), Robeson  
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 Verla C. Insko  
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 Wake (Part)  
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 Edd Nye  
 Bladen, Cumberland (Part), New  
 Hanover (Part), Pender (Part),  
 Sampson (Part)  
 Warren C. Oldham  
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 Perquimans (Part)  
 Jean R. Preston  
 Carteret, Onslow (Part)  
 Liston B. Ramsey  
 Graham, Haywood, Jackson (Part),  
 Madison, Swain  
 John M. Rayfield  
 Gaston (Part), Mecklenburg (Part)  
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 New Hanover (Part), Robeson  
 (Part)  
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 Martin (Part), Pitt (Part),  
 Washington (Part)  
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 Greene (Part), Lenoir (Part), Wayne  
 (Part)

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 Mecklenburg (Part)  
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 Avery, Burke (Part), Caldwell  
 (Part), Catawba (Part), Mitchell  
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 Edgecombe (Part), Nash (Part), Pitt  
 (Part), Wilson (Part)  
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 Craven (Part), Jones (Part), Lenoir  
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 Alex Warner  
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 Nurham O. Warwick  
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 Sampson (Part)  
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 Larry Womble  
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 Douglas Y. Yongue  
 Cumberland (Part), Hoke (Part),  
 Moore (Part), Robeson (Part),  
 Scotland (Part)

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 Catawba, Lincoln (Part)  
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 Hertford, Northampton, Vance  
 (Part), Warren  
 Patrick Ballantine  
 Carteret (Part), Craven, Pamlico  
 Marc Basnight  
 Beaufort (Part), Bertie (Part),  
 Camden, Chowan, Currituck, Dare,  
 Hyde, Pasquotank, Perquimans,  
 Tyrell, Washington (Part)  
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Buncombe (Part), Cherokee, Clay,  
 Graham, Haywood (Part),  
 Henderson (Part), Jackson (Part),  
 Macon (Part), Polk, Transylvania  
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 Watauga  
 John A. Garwood  
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 Wib Gulley  
 Durham, Granville, Person (Part),  
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 Cabarrus, Rowan (Part), Stanly  
 (Part)  
 David Hoyle  
 Cleveland (Part), Gaston (Part),  
 Lincoln (Part)  
 Thomas K. Jenkins  
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 Jackson (Part), Macon (Part),  
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 Hanover (Part), Onslow (Part),  
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 Wake (Part)  
 Bill Martin

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 Bob Martin  
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 Lincoln (Part), Mecklenburg (Part)  
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 Beverly Perdue  
 Carteret (Part), Craven, Pamlico  
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 Rowan (Part)  
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 Martin (Part)  
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 Hoke (Part), Robeson, Sampson  
 (Part)  
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Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Division of Communications and Information



# News

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## **North Carolina Fares Well in First National Education Report Card**

A first-ever report card on education in the nation's 50 states was released today by *Education Week* magazine and the Pew Charitable Trusts. In it, North Carolina was cited as one of a dozen states posting the highest marks.

The 240-page *Quality Counts: A Report Card on the Condition of Public Education in the 50 States* gives six letter grades, report-card style, in four basic areas: academic standards and assessments; quality of teaching; school climate and funding resources, for which three separate grades are offered.

(The full report can be accessed through the NC Department of Public Instruction's homepage at <http://www.dpi.state.nc.us> via a front page link to *Education Week*.)

North Carolina bested or equaled the states' averages in five of the six areas graded, earning its highest mark, an A in standards and assessments; and lowest, a D, in school climate. In quality of teaching, the state earned a C. Under financial resources, North Carolina got a B- for adequacy of funding, an A- for equity of funding, and a C+ for funding allocation.

State Superintendent Mike Ward said, "We are extremely pleased to achieve an A in standards and assessments, an area that we have concentrated on and where we continue to put a lot of emphasis." Standards is one of the linchpins of the state's latest reform initiative, The ABCs of Public Education. That plan, which is now operational in all 117 school districts, is based on accountability for student achievement, including standards; an emphasis on teaching the basics; and placing more control of schools at the local level.

The Superintendent didn't back away from some needed improvements. "While the report points to progress we are making in our state's educational system, there is still significant room for improvement, especially in the two areas of school climate and quality of teaching."

Ward continued, "The *Quality Counts* report does support what we are trying to accomplish in education in our state. It says, and we agree, that in North Carolina, if we can be

(more)

## North Carolina Fares Well in First National Education Report Card

Add 2-2-2-

faulted with anything, it's with trying too hard to improve our schools. The report notes that the start-and-stop history of reform in our state has hindered us, and that we have to give one reform initiative enough time to work."

Ward praised the Governor for his emphasis on improving teaching and schools. He also credited the NC General Assembly for the state receiving high marks in its funding effort.

Many states received their lowest grade on school climate, a C on average. Only four states received a B. One national finding, for instance, showed that nearly half the students in most states attend elementary or high schools that are bigger than research suggests is optimal to promote learning.

The school climate grade took into account such factors as the number of students in classes and in schools, both of which Ward said are already being addressed in North Carolina's recently approved \$1.8 billion bond referendum to renovate existing schools and build new facilities. For the report, school climate also included school safety, which is being addressed through North Carolina's Safe Schools initiative; site-based management; absenteeism; student apathy and parent support.

North Carolina was in line with other states' performance on the issue of quality of teaching: earning a C. No state earned an A, and only eight earned Bs.

The State Board of Education in recent months has been researching the number and rate at which teachers are leaving the profession. This issue is critical to school improvement in both North Carolina and the nation, according to *Quality Counts*.

Both the Board and Ward say that attracting and retaining good teachers will remain a priority. Gov. James B. Hunt Jr., recently re-elected, has promised to work to raise teachers' salaries in the state to the national average by the year 2000.

"When we have adequately addressed these issues, the quality of teaching will improve," Ward noted. "Meanwhile, we can't overlook the fact that thousands of outstanding teachers are doing an excellent job in our classrooms every single day."

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# ✓ Local congressmen offer educational aid plan <sup>H-5 3/6</sup>

## Breaks for students come through rewriting parts of Reagan-era tax code

By LISA FERNANDEZ

Medill News Service

WASHINGTON — Two Triangle-area Democratic congressmen outlined a three-part educational aid plan Wednesday that would give students financial breaks by rewriting parts of a Reagan-era tax code.

Although Congress created a "simpler, fairer" tax code in 1986, Rep. David Price said that tax reform was "not entirely consistent in the way it picked and chose among credits, deductions and exemptions."

The changes allowed taxpayers to exempt more segments of their income and mainly benefited those with higher incomes, but have "gotten increasingly out of line with some of our country's most pressing needs," said Price, whose 4th District includes most of Orange County and parts of Wake County.

Priorities are out of whack, he said. If families now can deduct mortgage interests on their beach homes but can't do the same for their children's student loans.

The 1986 tax changes were supported by President Reagan. At the time, the U.S. House was controlled by Democrats but Republicans controlled the Senate.

Price, who was a political science and public policy professor at Duke University, and Rep. Bobby Etheridge, who was North Carolina's state superintendent of public instruction, were invited to the House Ways and Means Committee to explain Price's Education Affordability Act, which Etheridge is co-sponsoring.

Etheridge's 2nd District includes much of Durham County.

Price's bill, introduced in the House on Feb. 6, would restore the deductibility of interest on student

loans; fully exempt scholarships and fellowships from taxable income, including grants that cover living expenses and work-study income; and allow families to dip into their Individual Retirement Accounts for higher education costs without a 10-percent penalty fee for early withdrawals.

Benefiting from those tax breaks would not be dependent on maintaining a B average or being drug-free, as President Clinton has required to receive his proposed \$1,500-per-year tax credits or \$10,000 tax deductions.

Both Price and Clinton's plans would affect mostly middle-class families, a segment of the population that some critics contend already sends its kids to college and doesn't need tax breaks as much as needy families.

But Etheridge reminded the House committee that there are many middle-class families who need financial help and would benefit from tax breaks.

Some committee members, including Rep. Nancy Johnson, R-Conn., questioned how Price's plan would be paid for because its provisions would reduce tax revenues to the government's general coffers.

Admitting his plan has to be offset somewhere in the budget because he is not proposing a tax increase, Price did not offer suggestions as to where those cuts should be made. His plan would be rolled into some type of larger proposal yet to be determined.

Price estimated that his bill would cost about \$600 million per year, as opposed to Clinton's educational tax relief provisions, which would cost about \$35 billion by 2002.

Neither Price nor Etheridge offered a detailed critique of Clinton's plan, saying that they hadn't seen all the parts of it yet. When pressed, however, Price said he supported much of Clinton's plan, but was concerned that it would require students to maintain B averages to get aid.

# Streamlining dismissals vital to school reform

● Legislators should untie school administrators' hands.

Every child needs — and deserves — a good teacher. Unfortunately, not all students have one. But don't despair, the governor's proposed Excellent Schools Act is a reason to be cautiously optimistic about the future of education in North Carolina.

If state lawmakers support Jim Hunt's measure, plucking out the bad teachers would no longer be the difficult task it is now. School administrators ought to be able to fire poor teachers. Yet the current time-consuming, expensive dismissal process often discourages them from doing so, particularly when a tenured teacher is involved.

The recent dismissal of a Lincoln County teacher, for example, cost that school system \$40,000. Superintendent Marty Eddy contends that the burden of proof is so great the school district felt it had no choice except to hire a lawyer. Here in Guilford County, dismissal hearings have reportedly evolved into elaborate trials.

It should come as no surprise, then, that teachers who perform poorly are still in our classrooms. Rather than thrust a school into a drawn-out ordeal, administrators allow those lacking appropriate skills to remain, at our children's expense. By some estimates, 4

percent of tenured teachers need to go. In the absence of repealing North Carolina's tenure provision, it makes sense to streamline the firing process.

No one's advocating that jobs be terminated without due process; teachers should be protected from arbitrary firing. But turning hearings into trials serves no good purpose and unnecessarily adds to the amount of money being spent outside of the classroom.

Presumably, those expenses would be dramatically reduced under Hunt's plan. Instead of pleading their cases to a peer review board with the possibility of appealing to the school board, teachers facing dismissal or demotion would have their fate decided by a case manager, who would perform a role similar to a court mediator.

That would bring to an end the distracting politics associated with convening a peer review board. The case manager would hear both sides and make a recommendation to the school board. That's an idea worth considering, although you have to wonder why the process would need to take 114 days. Still, that's an improvement over the 140-plus days it now takes.

There's been a lot of talk about raising the standards of education. Parents have made it clear that schools must be held accountable. If the schools are to live up to those expectations, they must be able to remove ineffective teachers in a timely manner.

GNR  
3/5/97

## NEWS &amp; RECORD

# Hunt plugs schools plan

● Gov. Jim Hunt promotes his school improvement plan during a visit to a Guilford County school.

BY RICH MCKAY  
Staff Writer

He faced the legislature. He faced the cameras. Now on his push to promote the new "Excellent Schools Act," Gov. Jim Hunt dropped in on a room full of fourth-graders.

On his way to his first Town Meeting with Teachers — at Alamance Elementary School on Friday afternoon — Hunt and a few

school officials wound up in Jean Moxley's class.

Color the afternoon's geometry lesson canceled.

Chris Isley, 9, chatted with the governor with the cool ease of a veteran talk-show host. Isley even earned a high-five slap from Guilford County Schools Superintendent Jerry Weast after naming the city where the Supreme Court resides.

Others were shy. Dena Corthum knelt beside her science experiment on moldy bread. Hunt bent on one knee and listened intently to the 9-year-old in pony tails as she explained with deliberate care that her science project proves homemade bread turns moldy faster

than store-bought bread.

"I'm very proud of you all," he told the children. "Do you know that you have one of the best teachers in America?"

He referred to Moxley, who was among five Guilford County teachers recently named by the National Board for Professional Teaching Standards to receive National Board Certification.

It's that sort of achievement that Hunt says he wants to help bring to the classroom with the Excellent Schools Act introduced to lawmakers on Wednesday.

The plan would reward teachers who take on extra work and get more training, such as Moxley who went through four months of inten-

sive study for the certification. And it would be easier for schools to fire those who aren't performing well.

It also would raise the state's teacher pay to the national average by the year 2000. The state's average teacher's pay now ranks 42nd in the nation at \$30,564. The national average is \$37,794.

The money would attract and keep the best teachers, Hunt says, which in turn would make schools better and raise test scores.

But there's a \$1 billion annual price tag on the plan, and partisan battles likely will continue in Raleigh over where exactly the state will find that kind of money.

Please see HUNT, Page B2

Saturday, March 1, 1997

## HUNT GNR 3/1/97

Continued from page B1

The Republicans who control the state House already have begun picking apart the details of the governor's proposed budget — particularly Hunt's reliance on slowing the growth of Medicaid spending and pulling money from his own Work First welfare-to-work initiative.

Some Republicans also have questioned the wisdom of trying to match the national average dollar for dollar. They want to factor in the value of benefits teachers receive and the relatively low cost of living in North Carolina.

That's why Hunt was in Guilford County Friday, getting the word out on why he thinks his plan is needed.

The schools are good, but we need to do better, he told the children, and later about 150 teachers who gathered in the school's library for the town meeting.

Bonnie Amos, a speech teacher at Foust Elementary School, said the idea is exciting and energizing.

"It's raising standards internally, and then banking it with money," she said.

Amos, a teacher for 28 years, said that no one becomes a teacher for the money, but for a love of the profession.

"Money is not the thing that got you there," she said. "And yet, you see yourself as a professional. We see our nation rewarding excellence with money."

The town meeting ended with all the educators in support of the bill, such as Alamance Elementary's principal, Daphne Rupard. "It's time for it, and past time for it," she said.

The governor says there will be more such town meeting for teachers, but no others are planned right now.

And back in Moxley's class, the geometry lesson will wait until Monday. She put the children to work writing about the governor's visit in their journals.



Gerry Broome/News & Record

Gov. Jim Hunt listens as Dena Corthum, a fourth grader at Alamance Elementary School in Guilford County, explains her project. The governor paid a visit to Jean Moxley's class Friday. Moxley was one of five Guilford County teachers who has been recognized for excellence.

# Halfway home

N.C. schools do well on U.S. test, but job isn't finished

"Our schools are making real progress, but we've got a lot more to do."

—Gov. Jim Hunt

**T**he governor, who has made education his top priority, was talking about North Carolina's encouraging performance on the latest national mathematics test. Like others who have looked at N.C. schools and the national landscape, he sees signs of hope, but no reason for complacency. As a report said of the South some years ago, we are halfway home, but we have a long way to go.

The results come from the tests given in 1996 by NAEP — the National Assessment of Educational Progress — to a sample of the nation's students, this time in mathematics. Scores went up in all three grades tested nationally, grades four, eight and 12. On the state tests, given in the two lower grades, N.C. youngsters showed some of the country's biggest gains from the earlier tests given in 1992. Fourth graders in N.C. public schools were above the average for their counterparts nationally; eighth graders were below the average, but not far. North Carolina is nowhere near the bottom.

Like the 1994 NAEP scores showing our fourth graders above the national average in reading, the results are certainly good news. The carefully developed NAEP tests are as good a measure as we have of how the nation is doing, and about 80 percent of states participate in the state-level assessment. North Carolina's effort

and expense have been considerable. Our schools are making progress. What we do does seem to make a difference. Trying is worthwhile.

But as both federal and state officials emphasized, progress does not mean the job is finished. Only about a fifth of students — in North Carolina and the nation — were judged "proficient" or better. Less than two-thirds of students met even NAEP's "basic" standard. NAEP's standards are demanding, but they were carefully set. Most of our students are not doing well enough. A significant number — more than a third here and nationally — are below the "basic" level.

The progress is real. But we still have too many students dangerously near the bottom in what they know, too few who are solidly proficient. Work pays off, but we can't quit yet.

The issue is not really about test scores. They are only a measurement. The question is whether this Southern state, having gotten halfway home, will struggle the rest of the way. Will we provide the education that children need to become proficient — on the tests and in the world? Will we do something about the alarming numbers of children who, as in the past, don't make it to minimal competence or graduation.

The tests say we can make progress through our schools. They also say we have not made nearly enough progress yet. And it is hard to shake the suspicion that the hardest part of the journey lies ahead, particularly for children who come to school with disadvantage piled on disadvantage. Schools are essential, but they are not alone enough.



Hunt

CO  
3/2/97

# More Fran aid elusive

North Carolina wants more federal aid to rebuild from last fall's hurricane, but recent disasters make that less likely.

BY JAMES ROSEN  
WASHINGTON CORRESPONDENT

WASHINGTON — As far as the Clinton administration is concerned, Hurricane Fran is yesterday's disaster.

President Clinton is preparing to ask Congress to approve tens of millions of dollars in emergency relief aid for several natural disasters around the country.

Gov. Jim Hunt and North Carolina's representatives in Congress want to get some of that money for more cleanup from Hurricane Fran, but they face heavy competition from other states hit by more recent disasters.

In a rare display of bipartisan solidarity, North Carolina's entire congressional delegation wrote Clinton a letter this week. It said the state needs considerably more than the \$690 million it has received from Washington so far to mend the ravages of Fran.

"Although North Carolina officials are continuing to refine their estimates, the cost of unmet needs totals several hundred million dollars," the letter said.

Though the letter didn't mention a specific figure, Hunt's office in Washington gave the congressional offices a list of almost \$370 million in additional needs.

The list includes \$250 million to rebuild homes, businesses and public utilities; \$50 million in loans for businesses; \$38.2 million to clear forest debris; \$16.5 million to replenish beaches; and \$12 million to clear streams and combat mosquito infestation.

"We simply cannot meet all these needs," Hunt said Thursday. "Now that we know what the exact numbers are, it's appropriate that we go back to Congress."

The problem is that other states have more urgent needs. Heavy rainfall and flooding have hit California, Oregon and Washington in the West, as well as Ohio and Kentucky in the Midwest, while Arkansas was struck by tornadoes.

Lawrence Haas, a spokesman for White House budget director Franklin Raines, said those areas' emergency needs must be met first.

"We worked very hard, very aggressively and in close consultation with Governor Hunt in the immediate aftermath of Hurricane Fran," Haas said. "We tried to provide as comprehensive a package of federal relief as we could. We now face the need to respond effectively to recent flooding in California and the Northwest, and the recent disasters that have befallen Arkansas, Ohio, Kentucky and other states."

That may leave North Carolina on its own in dealing with the remainder of \$5 billion in total damages from Fran, the state's worst natural disaster this century.

Hunt has already put a few disaster-related items into his budget request to the General Assembly for 1997-98, including additional dam safety inspectors and a \$4 million "scooper" plane that could deliver large amounts of water to help put out forest fires that may start among trees downed by Fran.

If North Carolina doesn't get more money in the emergency-funding package, Republican Sen. Lauch Faircloth said he will push for the funds to be part of the 1997-98 budget.

"We want to do all that we can to address North Carolina's needs and prevent future problems such as flooding, forest fires and mosquitoes," he said.

Staff writer Kelly Thompson Cochran contributed to this report.

C.U 3/5/97

# Senate teen tobacco bill rolls; House version stuck

Some see overkill; others argue for stronger penalties

By **NANCY STANCILL**  
Staff Writer

**RALEIGH** — A bill to tighten the law banning tobacco sales to minors is scheduled for a vote Thursday, after spurring sharp debate in a Senate committee hearing.

With 28 Senate sponsors lined up behind his bill, Attorney General Mike Easley and committee members predicted it will clear the Senate Judiciary Committee easily.

"This bill will get voted out," said Sen. Wib Gulley, D-Durham, a sponsor. "But it doesn't do all we need to do to protect teen-agers."

The proposed legislation would help curtail tobacco sales to minors by removing a legal loophole that hampers enforcement; requiring photo identification; restricting vending machine sales; and requiring signs in stores and training of employees, said Sen. Tony Rand, D-Cumberland.

A similar bill filed in the House didn't make much progress Tuesday. After a hearing that lasted only a few minutes, the bill was sent to a subcommittee to iron out questions on several proposals to amend it.

But the Senate hearing, attended by about 80 health advocates, tobacco lobbyists and store operators, drew spirited debate and puzzled questions from members

Most of those at the hearing indicated that they favor the bill, though it garnered some objections from a few members, including Sen. Donald Kincaid, R-Caldwell.

"I understand the importance of part of the bill," Kincaid said. "I don't smoke and my children don't smoke. But it looks like this is overkill." For example, Kincaid said, he's unsure whether it is necessary to have restrictions on vending machines.

Rand said the bill doesn't ban vending machines from places minors can go, as long as the machines can be locked or used only with tokens. It requires that the machines be under the direct supervision of clerks, he said.

Gulley said he's concerned that's not strong enough to keep minors away from the machines. However, several Raleigh-area members said that city's vending machine law is similar and has worked successfully for several years.

Sen. Leslie Winner, D-Mecklenburg, said, "The bill makes a lot of sense in positive directions."

However, she added that she'd

like to see the legislation include a provision that would allow enforcement stings, using teen-agers to try to buy tobacco undercover, to be done by advocacy groups like the American Cancer Society.

"The police and sheriff's departments are very busy enforcing other laws," she added. She said the 1995 changes to the law allowing stings to be done only by law enforcement have shut out groups that might have "more interest and energy in doing them."

But when Winner expounded on her view, Rand warned, "You're getting ready to blow it up," noting that the coalition that crafted the bill included tobacco lobbyists that were opposed to stings.

Other senators said they're concerned that the bill doesn't penalize teen-agers strongly enough, a view that was also expressed by store owners after the hearing.

"We think it should be equitable," said Lowell Simon, who heads the N.C. Association of Convenience Stores. He explained that the store owners believe that teen-age buyers should be punished at the same level as clerks who sell cigarettes to them.

Before Thurs. 3/13, Legislature likely to approve this bill - stronger than FDA reg.  
However, Pres. should not get into this -

\*\*\*END\*\*\*

Bill Cohen - Sec. of Defense

e Cohen -

U.S. Secretary of Education

Gov. Jim Hunt -

Richard W. Riley

North Carolina Press Conference

\* The President is very pleased to be in North Carolina today to recognize what North Carolina has achieved in education. North Carolina is a state on the move when it comes to education and Governor Hunt is a recognized national leader.

\* North Carolina is now the third state in the nation along with Maryland and Michigan to sign up to take the national tests for reading and math. I believe that many more states will follow in North Carolina's footsteps.

\* I want to be very clear in stating that these challenging national tests for 4th grade reading and 8th grade math are voluntary. These tests are an opportunity not a requirement, a national challenge not a national curriculum.

\* Both the President and I respect and endorse the state and local role in defining the progress of American education. These tests give parents, teachers and local school boards the opportunity to compare how their children are measuring up with children all over America and the rest of the world.

\* As all of you know, Jim Hunt is a recognized national leader on how this nation prepares the next generation of American teachers. His leadership on the "National Commission on Teaching and America's Future" has been formidable.

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\* The President's challenge to the rest of the country to follow Governor Hunt's lead in rewarding "master teachers", who are board certified, with a pay raise makes good sense.

\* I believe every school in this nation should have a "master teacher" on its faculty.

→ This is why I strongly endorse the recommendation of the Hunt Commission on teaching to board certify 100,000 teachers in the next decade.

\* We can't ask our students to reach for national standards of excellence if we aren't asking America's teachers to notch up at the same time and raise their own standards. This is why I will hold a national forum next month on how we can go about attracting and preparing America's teachers for the 21st century. As the President said in his speech, we need to train two million teachers in the coming decade and train them to new high standards.

\* In conclusion, I want to tell you how pleased I am that President Clinton has made education America's number one priority. I have known the President for a very long time and I can tell you that this is a subject dear to his heart. This is a natural subject for him -- home ground. The President is one of the nation's <sup>most knowledgeable</sup> leading experts <sup>leader</sup> when it comes to education policy. And he is also in touch with the American people when it comes to education.

\* As I travel around the country, I see and feel the sparks all the time. There is an excitement about education that is growing and we saw it today here in North Carolina.