Every day, we learn what works so students can make greater progress. Six years after No Child Left Behind's passage – and midway to the nation's goal of having students on grade level or better in reading and math by 2014 – we have collected more data than ever before about the academic performance of our students and schools. This information enables all of us to chart where we are as individual states and as a nation and to map a course of action for future progress. The foundation of our success will depend on our continued commitment to the following core principles:

- High Standards
- Annual Assessments
- Accountability for Results
- Highly Qualified Teachers in Every Classroom (HQT)
- Information and Options for Parents
- All Children on Grade Level By 2014

For more information visit www.ed.gov
High School Students Taking Advanced Placement Exams
Source: College Board

<table>
<thead>
<tr>
<th>Options for Parents</th>
<th># of Eligible Students</th>
<th># of Eligible Students Participating</th>
<th>% of Eligible Students Participating Nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring</td>
<td>3,645,665</td>
<td>529,627</td>
<td>14.5%</td>
</tr>
<tr>
<td>Choice</td>
<td>5,450,081</td>
<td>119,988</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Source: Consolidated State Performance Report, 2006-07

Preparation America's Students for Success

Averaged Freshman Graduation 2004

The Averaged Freshman Graduation Rate (AFGR) is a reliable definition for comparing across the states the percentage of students who graduate on time.

High School Students Taking Advanced Placement Exams
Source: College Board

666,067 (24.2%)

Options for Parents

Flexibility Options for States

<table>
<thead>
<tr>
<th>Flexibility Options for States</th>
<th># of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Incentive Fund</td>
<td>34</td>
</tr>
<tr>
<td>Limited English Proficient Partnership</td>
<td>46</td>
</tr>
<tr>
<td>Flexibility for Students with Disabilities</td>
<td>29</td>
</tr>
<tr>
<td>Tutoring Pilot</td>
<td>19</td>
</tr>
<tr>
<td>Growth Model</td>
<td>9</td>
</tr>
<tr>
<td>Districts in Need of Improvement Pilot</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Manhattan Institute, Jay Greene, 2005

America's Record of Achievement

NAEP Reading Achievement for 2006-2007

<table>
<thead>
<tr>
<th>% of 4th Graders Basic</th>
<th>% of 4th Graders Proficient</th>
<th>% of 8th Graders Basic</th>
<th>% of 8th Graders Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>66%</td>
<td>32%</td>
<td>73%</td>
</tr>
<tr>
<td>White</td>
<td>77%</td>
<td>42%</td>
<td>83%</td>
</tr>
<tr>
<td>Black</td>
<td>46%</td>
<td>14%</td>
<td>54%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>49%</td>
<td>17%</td>
<td>57%</td>
</tr>
<tr>
<td>Low Income</td>
<td>50%</td>
<td>17%</td>
<td>58%</td>
</tr>
</tbody>
</table>

NAEP Math Achievement for 2006-2007

<table>
<thead>
<tr>
<th>% of 4th Graders Basic</th>
<th>% of 4th Graders Proficient</th>
<th>% of 8th Graders Basic</th>
<th>% of 8th Graders Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>81%</td>
<td>39%</td>
<td>66%</td>
</tr>
<tr>
<td>White</td>
<td>91%</td>
<td>51%</td>
<td>77%</td>
</tr>
<tr>
<td>Black</td>
<td>63%</td>
<td>15%</td>
<td>46%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>69%</td>
<td>22%</td>
<td>49%</td>
</tr>
<tr>
<td>Low Income</td>
<td>70%</td>
<td>22%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Achievement Trends

National Reading Achievement

National Math Achievement

Source: National Assessment of Educational Progress (NAEP)