

**LOCAL GOALS
REPORTING HANDBOOK**

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LOCAL GOALS REPORTING HANDBOOK

INTRODUCTION

What is the Purpose of the Handbook?

This Handbook is designed to guide you as you begin developing a local assessment of your community's progress toward the National Education Goals. It is organized around those questions that the National Education Goals Panel has used to measure national and state progress in its annual Goals Reports. We hope that it serves as a starting point for the development of a clear vision of where your community stands in relation to achieving the National Goals and of what needs to be accomplished between now and the year 2000.

What is the History of the Goals and the Goals Reports?

Recognizing that our country's future rests on quality educational opportunities for all Americans, the President and the nation's governors met in Charlottesville, Virginia, in 1989 at an historic Education Summit. There they resolved to set ambitious National Goals, based on a belief that America needed a totally new vision of education. At the heart of this vision are the National Education Goals established in 1990, which state that by the year 2000:

- * All children in America will start school ready to learn.
- * The high school graduation rate will increase to at least 90 percent.
- * All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
- * U.S. students will be first in the world in mathematics and science achievement.
- * Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- * Every school in the U.S. will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Two additional Goals were added with the passage of the GOALS 2000: Educate America Act. These also state that, by the year 2000:

- * The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- * Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Because national and state leaders believed that adopting National Goals would prove an empty gesture without holding ourselves accountable for their success, the National Education Goals Panel was established in July of 1990 to assess and annually report state and national progress toward achieving those Goals every year until the year 2000. The Panel is independent and bipartisan, and membership consists of eight governors, two Administration officials, four members of Congress, and four state legislators. The Panel's first report, entitled *The National Education Goals Report: Building a Nation of Learners*, was released in September of 1991; the second was released in September of 1992; and the third was released in September of 1993.

What Did the Past Three Goals Reports Tell Us?

The focus of each Goals Report has been twofold: reporting to the nation and each state on the progress that has been made toward reaching the Goals, and elaborating on issue areas integral to education reform.

Reporting to the Nation and States

The three National Education Goals Reports reflect the Panel's sustained commitment to evaluate our performance fully and frankly. Past Goals Reports showed that we are making progress in some areas. Over the past 20 years, the percentage of 3- to 5-year-olds enrolled in nursery school nearly doubled. Between 1982 and 1992, the percentage of students who dropped out between the 10th and 12th grades has been cut nearly in half. The numbers of students taking Advanced Placement examinations has been steadily increasing. And the use of drugs by high school seniors has decreased significantly.

However, past Goals Reports have also shown that nearly one-half of all infants born in the United States begin life with one or more factors (such as tobacco or alcohol use by their mothers) that are considered risky to their long-term educational development. About one in every five students in Grade 4 and one out of every four students in Grade 8 met the Goals Panel's performance standard in mathematics; one in four 4th graders met the standard in

reading. Nearly half of all adults are not likely to be able to perform the range of complex literacy tasks the Goals Panel considers important for competing successfully in a global economy. And 53% of 10th graders believe that the misbehavior of other students interferes with their own learning.

The positive accomplishments reported in the past Goals Reports are a result of purposeful action from a revitalized American commitment to quality education. However, overall indications are that we as a nation are falling short of what we need to accomplish if this country is to remain secure and prosper in the global economy.

Areas Integral to Education Reform

The 1992 Goals Report highlighted the importance of American educational performance in a global and competitive context. Some of its findings concluded that American parents seem more easily satisfied with their children's academic performance than parents in higher-performing nations. Significant American achievement gaps, relative to other nations, may be present as early as first grade, and the gap grows as students get older. And American workers are less likely than German or Japanese workers to anticipate a need to upgrade their present job skills.

The focal point of the 1993 Goals Report was to describe the movement toward nationwide standards. Soon after the creation of the Panel, it was recognized that for the Goals to be achieved, clear nationwide standards, reflecting what it is we want all students to know and be able to do, needed to be developed. The 1993 Report specifically characterized examples of what students should know and be able to do and the process by which standards are currently being set in the United States.

Why Should Local Communities Develop a Local Goals Report?

The National Education Goals Panel's work to date reflects the nation's and the states' commitment to informing themselves on how much progress they are making toward achieving the Goals. For these Goals to be taken seriously, for these Goals to represent real targets and not just aspirations, local communities need to become involved and to inform themselves as well.

We cannot hope to achieve the National Education Goals unless we all know what progress we are making toward them. National statistics are not enough _ an accurate local assessment of educational performance in your community can help to determine which efforts are falling short and to suggest areas that must be improved.

What Basic Characteristics Should Local Goals Reports Incorporate?

The National Education Goals Panel urges local communities to incorporate five characteristics used in the Panel's Goals Reports into its own goals reporting structure.

Results Oriented

The Goals Panel has chosen to emphasize results, not inputs, that focus on the difficulty of the circumstances that confront us. The primary purpose of local goals reports should be to inform the community where it is succeeding or failing to make progress toward the National Education Goals. While your local community may wish to include other information in your goals report, emphasizing performance results should be the central focus.

Voluntary National Standards

The National Education Goals call for all students to demonstrate competency in challenging subject matter as preparation for responsible citizenship and productive employment. To achieve this, we as a nation must be concerned that all of our students meet high expectations, instead of gaining only minimal skills. While you may only have results from basic, minimum skills tests to measure student achievement, your community needs to move forward and begin to measure achievement against the highest standards available.

For more information on voluntary national standards, see the Guide to Goals and Standards in the Toolkit.

Breadth of Indicators

The Goals Report does not just cover one subject area, one grade level, or even only K-12 education. The National Education Goals cover prenatal health care to lifelong adult learning. Your local goals reports should similarly contain information from many different sources, covering the entire life spans of the citizens in your community.

Measuring Progress Over Time

Each year the Goals Report will measure national and state progress against past performance, allowing the nation and each state to compare themselves over time to their own progress toward achieving the Goals. Your first local goals report should be used similarly as a baseline by which to measure your community's continued progress over the years.

Long-Term Process

The National Education Goals Report is not a one-time publication. The Goals Panel is committed to reporting to the nation and states every year on progress being made toward achieving the Goals. A long-term commitment to this process is essential to local communities as well. In the future, the Panel will continue its work toward developing better measures to fill in its present data gaps, just as local communities should work to fill in theirs.

Who Should Be Involved in Developing Local Goals Reports?

As you begin the process of developing local progress reports on achieving the National Education Goals, the Panel encourages you to take advantage of the resources available in different segments of your community _ from those involved in areas of early childhood development to lifelong learning. You will need the assistance of your local school, government, higher education, health, social services, and community leaders, as well as teachers, parents, students, business leaders, and adult educators. You will need to work closely with your state's department of education to learn what assessment data the state has collected from your community and has available. You also will need to contact other state and local agencies for information on local health, nutrition, and other public programs.

For more information on organizing your community to begin the process of measuring progress, see the Community Organizing Guide in the Toolkit.

How Should the Handbook Be Used When Developing a Local Goals Report?

This handbook lists questions to ask as you begin to measure your community's progress toward the Goals and possible sources of data to answer those questions. Sample survey questions from the Panel's data sources are given. You are encouraged to seek expert advice of data gatherers from local institutions of higher education on broadening those surveys to incorporate other issues in the Goal areas in which your community would have an interest.

This document is a guide to begin your assessment and reporting efforts in relation to the National Education Goals. It provides only a base for your local goals reports. You are encouraged to pursue other information which may be of help when developing your local assessment, such as your state's progress report.

HOW ONE COMMUNITY IS REPORTING PROGRESS - LEHIGH VALLEY 2000: A BUSINESS-EDUCATION PARTNERSHIP

The Task Force

In late 1991, the Partnership established a Community Report Card Task Force and charged it with developing a reporting process that would track the progress of the community in attaining the National Education Goals and the community goals of Lehigh Valley, PA. The Task Force, consisting of more than sixty volunteers, representing a diverse community base, joined the partnership effort. Realizing that education is a community responsibility and lifelong process, the team centered its approach on engaging the entire community in the educational process, rather than just the school systems. To that end, the Task Force identified seven stakeholders -- customers and suppliers of education; parents; students; teachers; schools; higher education; community organizations; and business and industry.

Data Gathering

The Task Force decided that to the greatest extent possible, objective data would need to be gathered (e.g., how many times a week do you spend talking with your child about school-related events), so that the community report card would be based on fact, and not subjective judgement. The Task Force also felt strongly about using indicators that were directional -- that is, if there was an increase or decrease on a particular indicator, it would be clear whether the change was positive or negative. Finally, the Task Force recognized the importance of keeping a large percentage of the questions constant (realizing, however, that some fine-tuning might be necessary for clarification, or new questions added in the future) so that progress could be measured over time.

With the Local Goals Reporting Handbook serving as a principal resource, the Task Force began to generate "key questions" (for examples of key questions asked by the Goals Panel, please refer to each Goal chapter). Seven surveys were developed -- each tailored to address issues of concern for each stakeholder group and centered around the National Education Goals and those goals specific to the Lehigh Valley community. For example, teachers were asked about adequacy of training, student completion of homework, and disruptions in the classroom; parents were asked how often they talk with teachers about their child's performance, whether they provide certain "learning resources" at home, such as a dictionary, encyclopedia, magazines, newspapers, and books, and how much time they spend with their child discussing school events. Students were asked about homework, how much they do and

how often they do it; they were also asked whether they felt challenged at school, how much TV they watch, and how much they read for fun. Certain questions were asked of all groups. One such question included in all the surveys was, "Are today's students and graduates being adequately prepared for employment, citizenship, and responsibilities of adulthood?"

The Results

Nearly 9,000 surveys were distributed in late 1992. Some of the results included:

- * Twenty-seven percent of the teachers surveyed responded that they frequently deal with verbal abuse and discipline issues.
- * Only thirty-five percent of teachers believe that they received excellent training in teaching techniques.
- * Six out of ten parents reported limiting the number of hours their children watch TV, while ninety-five percent reported listening to their children's work and school experiences.
- * Two-thirds of students reported that other students' misbehavior interferes with their ability to learn. Nearly one-fourth reported that threats or injuries by other students affected their ability to learn.
- * More than one-third of parents and 60% of higher education institutions believed that students were adequately prepared for employment, citizenship, and responsibilities of adulthood. However, only one out of ten community organizations and business and industry groups reported these same beliefs.

"Responses to the survey have driven the creation of our community report card," says chair of the Task Force Janet Stainbrook. "It has provided us with a snapshot of the community's perception of where we are, and where we need to go. We have realized that the Lehigh Valley is not unlike other communities across the nation in its perceptions of its education system many believe ours is fine, it's the other communities that need improvement. We expect the report card to be a vehicle to get the entire community involved in our education system, and allow for communication to expand among our stakeholders."

For more information on the process, the data gathering, and the results, please contact Lehigh Valley 2000 at (610) 954-0330.

What About New Findings and Data Sources in Future National Goals Reports?

This edition of the Handbook is a "mirror image" of the Goals Panel's most recent Report, which was published in September, 1993. For this reason, this document does not contain information on the two new Goals, Teacher Education and Professional Development and Parental Participation, which were codified into law in March, 1994. A Goals Report will be published annually in the fall containing new and updated information related to each of the National Goals. Based on the findings in the Goals Reports, updated information will be provided to communities as to "where we stand" at the national level in relation to the Goals. In addition, new suggestions as to where to find local information comparable to that used at the national level will be included. The Goals Report can be acquired by contacting the National Education Goals Panel Office.

GOALS AND OBJECTIVES

READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

Objectives

- * All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- * Every parent in the U.S. will be a child's first teacher and devote time each day helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- * Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives

- * The nation must dramatically reduce its school dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- * The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared

for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Objectives

- * The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- * The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- * All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- * All students will have access to physical education and health education to ensure they are healthy and fit.
- * The percentage of all students who are competent in more than one language will substantially increase.
- * All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Objectives

- * Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- * The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- * The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

- * Every major American business will be involved in strengthening the connection between education and work.
- * All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- * The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- * The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- * The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- * Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in the U.S will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives

- * Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

- * Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- * Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- * Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- * Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- * Community-based teams should be organized to provide students and teachers with needed support.
- * Every school should work to eliminate sexual harassment.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives

- * All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- * All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- * States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers,

administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

- * Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives

- * Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- * Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision making at school.
- * Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

FORMAT DESIGN

This Handbook is designed to be used as a guide when developing local community goals reports. As mentioned earlier, this edition of the Handbook most closely resembles the Goals Panel's most recent report, which was published in September, 1993. For this reason, this document does not contain information on the two new Goals, Teacher Education and Professional Development and Parental Participation, which were codified into law in March, 1994.

Listed below are the various parts that make up the Handbook.

Goal

Each chapter of this handbook begins with specifying the Goal statement.

Objectives

The Objectives for each Goal are listed below the actual Goal language. Like the Goal statements, these Objectives were agreed upon by the President and the Governors when the Goals were drafted in 1990.

Questions to Ask

This section suggests the types of questions to raise in determining whether the Goal and its corresponding Objectives are being met in your community.

What Do We Know?

This section includes some of the key findings from the 1993 National Education Goals Report to answer whether the Goals and Objectives are being met at the national level, and suggestions on how to answer whether the Goals and Objectives are being met in your community.

For More Information

At the end of each Goal chapter is a list of sources that can provide more information in specific Goal areas for those communities that want more technical information on the data used at the national level. In addition, various data elements are defined to permit your local goals report to be comparable with the national Report.

READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

Objectives

- * All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- * Every parent in the U.S. will be a child's first teacher and devote time each day helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- * Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Questions to Ask

Kindergarten Measures of Readiness For School

To what degree are children entering school ready to learn?

Pre-Kindergarten Measures of Readiness For School

What are the early indicators that young children will enter school ready to learn?

Early Childhood Health and Nutrition

- * How many low-birthweight babies are born each year?
- * How many mothers receive adequate prenatal care?
- * How many children have access to regular health care and receive proper nutrition?
- * How many have health insurance or Medicaid?

Preschool Participation and Quality

- * How many at-risk children participate in preschool programs?

- * How many existing preschool programs are of high quality?

Parental Activities with Preschoolers

- * How much time do family members regularly spend with their preschool children on activities that will help their children learn and grow?

What Do We Know?

Kindergarten Measures of Ready to Learn: Key Findings from the 1993 National Goals Report

At this time, there is no sound way to measure whether a child is ready for school. To help us answer this question at the national level, the Goals Panel has endorsed the development of an Early Childhood Assessment System. This system will collect information about a nationally representative sample of children -- from their teachers, their parents, and from the children themselves -- at several times during the kindergarten year. The information collected will address five critical dimensions of children's growth and readiness for learning. These dimensions and their preliminary definitions are:

Physical Well-Being and Motor Development

- * The various aspects of a child's health and physical growth, ranging from being rested, fed, properly immunized, and healthy, to the development of skills and abilities for running and jumping and using crayons and puzzles.

Social and Emotional Development

- * The sense of personal well-being that allows a child to participate fully and constructively in classroom activities -- by taking turns, following directions, working independently and as a group member, and developing friendships.

Approaches Toward Learning

- * The qualities of curiosity, creativity, motivation, independence, cooperation, interest, and persistence that enable children from all cultures to get involved in and maximize their learning.

Language Usage

- * The uses of oral and written language -- talking, listening, scribbling, composing, and being read to -- that enable children to communicate effectively with others and express their thoughts, feelings, and experiences.

Cognition and General Knowledge

- * The familiarity with basic information, including patterns and relationships, causes and effects, and solving problems in everyday life.

Suggestions for Local Goals Report Data: Direct Measures of Ready to Learn

The Goals Panel is eager to ensure that the information collected contributes to local efforts to provide more appropriate services for children and that the common unintended side effect of labeling and tracking any individual child be avoided. In particular, the Goals Panel suggests that local communities align their efforts with the four principles upon which the Early Childhood Assessment System will be built:

- * Five dimensions and definitions of readiness;
- * Collection of data from more than one source (including parents, teachers, a trained early childhood professional, and the children themselves);
- * Collection of data at more than one point in time; and
- * Avoiding the categorizing of children as simply "ready" or "not ready."

Pre-Kindergarten Measures of Ready to Learn: Key Findings from the 1993 National Goals Report

What are the early indicators that young children will enter school ready to learn?

Early Childhood Health and Nutrition

Prenatal Care

- * In 1990, 76% of all mothers received prenatal care during their first trimester of pregnancy; 18% did not begin prenatal care until their second trimester; and 6% did not begin until their third trimester or never received prenatal care.

Birthweight

- * In 1990, 93% of infants born in the United States were above the standard for low birthweight, while 7% were below the standard.

Health Care

- * During 1990, nearly one-half of all infants born in the U.S. began life with one or more factors that are considered risky to their long-term educational development. (See "Technical Notes" at the end of this section for a description of the risks.)
- * In 1991, only 37% of all 2-year-olds had been fully immunized for major childhood diseases.

Suggestions for Local Goals Report Data: Early Childhood Health and Nutrition

- * Contact your local and/or state public health department to find out whether data are collected on such health-related areas as birthweight, prenatal care, health care, and nutrition.
- * Contact the National Governors' Association to request a copy of the pamphlets Benchmarks for Educational Success or Every Child Ready for School to use to report your progress toward Goal 1.

Preschool Participation and Quality

Preschool Participation

- * In 1993, a little more than half of all 3- to 5-year-olds were enrolled in preschool.
- * Eighty-one percent of all 3- to 5-year-olds from families with incomes of \$75,000 or more were enrolled in preschool; less than half were enrolled who come from families with incomes of \$30,000 or less.

Preschool Quality

- * In 1990, preschool centers were more likely to meet recommended standards for group size and child/staff ratios for 3- to 5-year-olds than for infants and toddlers.

Suggestions for Local Goals Reports Data: Preschool Participation and Quality

- * Contact your state human services department and your state department of education's early childhood education department for possible information regarding the quality of preschools and licensing requirements in your state.
- * Contact your local National Association for the Education of Young Children (NAEYC) affiliate regarding the quality of your local preschools.
- * Contact your local Head Start chapter for information on the percentage of children who are eligible to participate in Head Start services and who are served by Head Start in your area.
- * Discuss with your local school district(s) the possibility of conducting a survey of parents as they enroll their children in school which includes questions regarding their child's participation in preschool and the quality of that program.
- * Develop a survey of preschools in your area with questions such as those listed on the next page.

Sample Questions (For Preschool Centers) [From the Profile of Child Care Settings Study: Early Education and Care in 1990]

- * What percentage of teachers/caregivers have any child-related training;
Teacher training;
Child Development Associate (CDA) credentials?
- * Does the preschool meet the National Association for the Education of Young Children's (NAEYC's) standard* for maximum acceptable group size for children aged:
 - 0 to 5 months;
 - 6 to 11 months;
 - 12 to 17 months;
 - 18 to 23 months;
 - 24 to 29 months;
 - 30 to 35 months;

3 years old;
4 years old;
5 years old?

- * Does the preschool meet NAEYC's standard* for maximum acceptable child/staff ratios for children aged:

0 to 5 months;
6 to 11 months;
12 to 17 months;
18 to 23 months;
24 to 29 months;
30 to 35 months;
3 years old;
4 years old;
5 years old?

* The maximum acceptable group size recommended by the National Association for the Education of Young Children (NAEYC) is 8 for infants, 12 for 1- to 2-year-olds, and 20 for 3- to 5-year-olds. The maximum acceptable child/staff ratio is 10 children per staff member for groups containing 3- to 5-year-olds, 6 children per staff member of groups containing 2-year-olds only, and 4 children per staff member for groups containing infants and 1-year-olds only. NAEYC standards include an acceptable range of practice on group size and child/staff ratios.

Sample Questions

(For Home-Based Preschool Settings)

**[From the Profile of Child Care Settings Study:
Early Education and Care in 1990]**

- * What percentage of teachers/caregivers have any:

Child-related training;
Teacher training;
Child Development Associate (CDA) credentials?

- * What percentage of regulated home-based preschool settings meet the standard* for group size for children:

of mixed ages within a group;
all under age 2 within a group;

all aged 2 and above within a group?

* The recommended standard for group size for regulated family daycare providers without helpers who care for children who are all under age 2 within a group is 3. The group size standard for all children aged 2 and above within a group is 6, and the standard for a group of children of mixed ages within a group is 5 (Health, Education and Welfare Day Care Requirements).

Family Activities with Preschoolers

- * Only about half of all preschoolers are read to daily by parents or other family members.
- * Less than half are told stories several times per week or are taken to visit a library once per month, and only four out of ten are taught songs or music.
- * Nearly nine out of ten 3- to 5-year-olds participate in errands or family chores with their parents on a regular basis.

Suggestions for Local Goals Report Data: Family Activities with Preschoolers

- * Using the following questions as a framework, develop your own community survey collecting information like that reported in the Goals Report for measuring parent-child activities. Because you must survey a representative sample of parents in your community in order for the survey to be valid and reliable, contact experts in survey design (local or state departments of education, institutions of higher education, etc.) for guidance in the survey's development and dissemination process. Sponsorship of such a survey could be provided by your local district(s), PTA chapters, or area businesses.

Sample Questions [From the National Household Education Survey, 1993]

- * Do you or does someone in your family read daily to your child (children)?
- * In the previous week, have you or has someone in your family done the following with your child (children):
 - Told a story;
 - Taught songs or music;
 - Engaged in arts and crafts;
 - Took child on errands or involved child in chores?
- * In the previous month, have you or has someone in your family done the following with your child (children):
 - Gone to the library;
 - Gone to a park or playground*;
 - Gone to a play, concert, live show, art gallery, museum, historical site, zoo, or aquarium;
 - Talked with child about family history or ethnic heritage;
 - Attended event sponsored by community or religious group?

For More Information

Sources

Early Childhood Assessment System

National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Source:

Goal 1 Technical Planning Subgroup Report on School Readiness, 1991
Reconsidering Children's Early Development and Learning: Toward Shared Beliefs and Vocabulary, 1993

Indicators for Goal 1

National Governors' Association
Hall of the States
444 N. Capitol Street, NW
Suite 250
Washington, DC 20001

Source:

Every Child Ready for School, 1992
Benchmarks for Educational Success, 1992

Readiness for School

Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208

Source:

Helping Your Child Get Ready for School, 1992

Birthweight/Prenatal Care

National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782

Source:

Health, United States, 1992, and Prevention Profile

Child Health Index

National Center for Health Statistics

6525 Belcrest Road

Room 840

Hyattsville, MD 20782

Source:

1990 Birth Certificate Data

Immunizations

National Center for Health Statistics

6525 Belcrest Road

Room 840

Hyattsville, MD 20782

Source:

The 1991 National Health Interview Survey of Child Health

Health Insurance

National Center for Health Statistics

6525 Belcrest Road

Room 840

Hyattsville, MD 20782

Source:

The 1988 National Health Interview Survey of Child Health

Health Care

National Center for Education Statistics

555 New Jersey Avenue, NW

Washington, DC 20208

Source:

National Household Education Survey, 1993

Child Nutrition

Human Nutrition Information Service

6505 Belcrest Road

Room 367

Hyattsville, MD 20782

Source:

Nationwide Food Consumption Survey, 1986

Preschool Participation

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source:

National Household Education Survey, 1993

Office of Special Education Programs

330 C Street, NW
Room 3086
Washington, DC 20202

Trends in Nursery School Enrollment

U.S. Department of Commerce
Bureau of the Census
Population Division
Washington, DC 20233

Source:

Current Population Surveys, 1973 to 1992

Preschool Quality

U.S. Department of Education
400 Maryland Avenue, SW
Room 3127
Washington, DC 20202

Source:

Profile of Child Care Settings Study: Early Education and Care in 1990

National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue, NW
Washington, DC 20009

Parental Activities with Preschoolers

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source:

National Household Education Survey, 1993

Indicators for Children with Disabilities

National Center on Educational Outcomes

University of Minnesota

350 Elliott Hall

75 East River Road

Minneapolis, MN 55455

Source:

Starting School Ready to Learn, 1992

Educational Outcomes and Indicators for Early Childhood (Age 3 and Age 6), 1993

Technical Notes

Birthweight - Below 5.5 pounds is defined as low birthweight. Below 3.3 pounds is defined as very low birthweight.

At-Birth Health Risks - The six health risks used by the Goals Panel to create the Children's Health Index included:

- * Late (third trimester) or no prenatal care;
- * Low maternal weight gain (less than 21 pounds);
- * Three or more older siblings;
- * Mother smoked during pregnancy;
- * Mother drank alcohol during pregnancy; and
- * Closely spaced birth (within 18 months of a previous birth).

SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives

- * The nation must dramatically reduce its school dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- * The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Questions to Ask

Determining the Completion and Dropout Rates

- * What is the current high school graduation rate?
- * Once a person drops out, how likely is he or she to complete the requirements for a high school diploma or its equivalent?

What is the Dropout Rate?

- * How has the dropout rate changed over time?
- * In particular, has the gap in rates narrowed for minority students and their non-minority counterparts?

Determining Why Students Drop Out

- * What specific reasons do students cite for dropping out of school? What conditions might encourage their return to school?

What Do We Know?

Determining the Completion and Dropout Rates: Key Findings from the 1993 National Goals Report

- * In 1992, 87% of 19- to 20-year-olds had received a high school credential.
- * Over the past ten years, the percentage of students who dropped out between the 10th and 12th grades has been nearly cut in half from 11% to 6%.

Suggestions for Local Goals Report Data: Determining the Completion and Dropout Rates

- * Propose to your district(s) that it produce a completion statistic using consistent definitions of student completion in the following categories*: (1) regular diploma recipients, (2) other diploma recipients, (3) other completers, and (4) high school equivalency recipients.

(1) Regular Diploma Recipients

Count of graduates who receive a regular high school diploma upon completion of the performance requirements in a traditional high school program during the previous school year and subsequent summer school. Included in this category are those students completing secondary programs in magnet or gifted programs (which may be called "alternative programs"). Do not include in this category persons in nontraditional programs, completers who receive a diploma after passing the General Educational Development (GED) Test, or persons completing Special Education programs that do not have the same requirements as regular high school education programs.

(2) Other Diploma Recipients

Count of graduates who receive a high school diploma upon completion of the performance requirements of the state through a nontraditional or alternative school program. Examples of these types of programs are Adult High School Diploma Programs, External High School Diploma Programs, and Home Study Programs. Include in this category only persons aged 19 or younger. Do not include in this category completers who receive a diploma after passing the GED Test or persons completing Special Education programs that do not have the same requirements as regular high school education programs.

(3) Other Completers

Count of persons receiving an exiting credential certifying high school attendance or completion of a schooling program without having completed all requirements for a regular high school diploma. Include in this category persons completing Special Education programs that do not have the same requirements as regular high school education programs, even if the credential they receive is called a diploma. Do not include in this category completers who receive a diploma after passing the GED Test.

(4) High School Equivalency Recipients

Count of persons age 19 or younger who receive a high school diploma or certificate upon completion of the GED Testing Requirements and any other state requirements for high school equivalency. All GED Test passers who receive credentials should be included in this category.

** These four categories are recommended by the Council of Chief State School Officers and the National Center for Education Statistics.*

- * Contact your local district(s) about the existence of a student tracking system that can determine the percentage of an incoming class that goes on to complete high school (using the four categories previously described) within a specified time period (for instance, four years). If no such tracking system exists, a completion rate can be estimated using the following procedure:

Count the number of students completing high school in the past year (by the four completion categories if possible) and the number of first-time ninth graders four years earlier. The number of first-time ninth graders would be your denominator and the number of students completing high school in four years (or another specified period of time) would be your numerator. This statistic will be fairly accurate if your system has relatively few transfers into and out of your system.

- * Contact the U.S. Census Bureau to examine 1990 Census data; specifically, data on the percentage of adults in your community who have a high school credential.
- * Contact your local district(s) about dropout statistics that you can use in your local report.
- * Propose that your local district(s) compute their own dropout statistic using the following definition and procedure*:

A dropout is an individual who:

- (1) was enrolled in school at some time during the previous school year;
- (2) was not enrolled at the beginning of the current school year;
- (3) has not graduated from high school or completed a state- or district-approved educational program; and

(4) does not meet any of the following exclusionary conditions:

a--transfer to another public school district, private school, state, or district-approved education program;

b--temporary absence due to suspension or school-approved illness; or

c--death.

** Developed by the National Center for Education Statistics. It is suggested that the dropout rate be computed for the ninth, tenth, eleventh, and twelfth grades. For example, count the number of ninth graders enrolled on or about October 1, 1992. Follow these children until the end of September of 1993, and count the enrollment again. Use your enrollment figures for 1992 as the denominator and the September figure as the numerator. Calculate a dropout rate for that class. Do this for the other three grades. For twelfth grade, count those who did not graduate in spring or summer or those who did not return to school in the fall of 1993. Average the four single-year dropout rates. When all four single-year rates have been averaged, that is your dropout rate for the 1992-93 school year.*

Determining Why Students Drop Out: Key Findings from the 1993 National Goals Report

- * While school-related reasons were the most common explanations given for dropping out of school between the 10th and 12th grades in 1992 (43% of dropouts cited "not liking school" as a reason), large numbers of students cited family- and job-related factors as well (23% cited "not being able to work and go to school at the same time").

Suggestions for Local Goals Report Data

- * Develop a survey for those students who dropped out between the 8th and 10th grades, and between the 10th and 12th grades about why he/she had dropped out and what would encourage his/her return to school. Use the questions on the next page as a guide.

Sample Questions

[From the National Education Longitudinal Study of 1988: First Follow-up Survey, 1990 and Second Follow-up Survey, 1992]

Why did you drop out of school:

School-related Reasons

- * Did not like school;
- * Felt I did not belong;
- * Could not keep up with schoolwork;
- * Was failing school;
- * Did not feel safe at school.

Family/Job-related Reasons

- * Could not work and go to school at the same time;
- * Had to support a family;
- * Was pregnant;
- * Became a parent.

Sample Questions

[From the National Education Longitudinal Study of 1988: First Follow -up Survey, 1990]

Would you return to school:

School-related Reasons

- * If you felt sure you could get a good job after graduation;
- * If you could participate in sports or other activities;
- * If you felt you could graduate;
- * If you felt sure you could get tutoring help;
- * If there were no gangs at school?

Family/Job-related Reasons

- * If you could attend classes at night or on weekends;
- * If you didn't have to support self or family;
- * If child care were available at school?

For More Information

Sources

School Completers and School Dropouts

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source:

Current Population Survey, 1992

High School and Beyond Study, 1989

National Education Longitudinal Study of 1988: First Follow-up Survey, 1990

National Education Longitudinal Study of 1988: Second Follow-up Survey, 1992
1990 Census

Council of Chief State School Officers

State Education Assessment Center

One Massachusetts Avenue, NW

Suite 700

Washington, DC 20001-1431

Source:

Student Handbook, 1992

Comprehensive Student Record Systems

National Education Goals Panel

1850 M Street, NW

Suite 270

Washington, DC 20036

Source:

Current Status and Future Trends Toward Comprehensive Student Record Systems, 1992

Core Data Elements for Administrative Record Systems, 1993

Council of Chief State School Officers

State Education Assessment Center

One Massachusetts Avenue, NW

Suite 700

Washington, DC 20001-1431

National Center for Education Statistics

555 New Jersey Avenue, NW

Washington, DC 20208

Indicators for Children with Disabilities

National Center on Educational Outcomes

University of Minnesota

350 Elliott Hall

75 East River Road

Minneapolis, MN 55455

Source:

Increasing the High School Graduation Rate, 1992

Educational Outcomes and Indicators for Students Completing School, 1993

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Objectives

- * The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- * The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- * All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- * All students will have access to physical education and health education to ensure they are healthy and fit.
- * The percentage of all students who are competent in more than one language will substantially increase.
- * All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Questions to Ask

Academic Performance

- * What percentage of students in grades 4, 8, and 12 have demonstrated competency in English, mathematics, science, history, geography, and other subjects?
- * How does the percentage of minority students who are competent in these content areas compare to all students in grades 4, 8, and 12?

- * What percentage of students are competent in more than one language?
- * What percentage of students are knowledgeable about the world's diverse cultural history?

Enrollment in Challenging Subject Matter

- * What percentages of high school students enroll in and master challenging courses in English, mathematics, science, history, geography, foreign languages, fine arts, and other subjects?

Citizenship

- * To what degree do students demonstrate responsible citizenship?

What Do We Know?

Academic Performance: Key Findings from the 1993 National Goals Report

- * In 1992, fewer than one out of every five students in Grades 4 and 12 have met the Goals Panel's performance standard in mathematics. One out of every four 8th graders has met the standard. For a description of the Goals Panel's performance standard, see the technical notes at the end of this section.
- * In reading, approximately one out of every four students in Grades 4 and 8 met the Goals Panel's performance standard. More than one-third of 12th graders met the standard.

Suggestions for Local Goals Report Data: Determining Academic Performance

Nothing is more central to the work of the National Education Goals Panel than the development of world-class standards of student achievement and a system of voluntary assessments that is aligned to them. To improve education in America, we must set ambitious standards of achievement that explicitly define what we expect all our students to know and be able to do at different stages in their academic careers.

Although there is an abundance of available data sources on student achievement for students in your community, such as various state-mandated tests, exit examinations, etc., the Panel urges all local communities to measure students' achievement against high-criterion standards. Available tests rarely employ such standards. In fact, using data from some

mandated tests and exit examinations may lead the community to believe that students are making progress when they are not.

- * Contact your student testing and assessment staffs at your local and state education agencies and ask whether there are tests in any of the pertinent subject areas that measure student achievement against high standards of performance.
- * Ask those officials what their long-term plans are to develop assessments that measure performance against such standards.
- * Begin to become familiar with the movement toward setting voluntary standards. To do this, contact the various standards setting groups in the "For More Information" section of this chapter.

Enrollment in Challenging Subject Matter: Key Findings from the 1993 National Goals Report

Advanced Placement Examinations

- * For every 1,000 11th and 12th graders enrolled in 1993, 85 Advanced Placement examinations were taken in English, mathematics, science, and history; eight were taken in foreign languages and two were taken in fine arts.
- * Nearly two-thirds of those examinations taken in English, mathematics, science, and history were graded at 3 or above, which is generally high enough to make students eligible for college credit.

High School Course Completion

- * Between 1982 and 1990, the percentage of high school graduates who completed various courses has increased substantially in English; the sequence of Algebra I, Algebra II, and Geometry; U.S. and World History; foreign languages; and fine arts. The percentage of high school graduates who completed courses in Calculus; the sequence of Biology, Chemistry, and Physics; and Geography increased more slowly during this same time period.

Suggestions for Local Goals Report Data: Enrollment in Challenging Subject Matter

- * With the assistance of your local school district(s), survey the number of students and the percentage of an entire grade level who have been exposed to and completed Advanced

Placement courses (or other types of challenging courses), counting the number of high school students who take the Advanced Placement examinations, as well as those who scored a three or above.

For your information, the Goals Panel classified AP exams in the following way:

English - Included the combination of Language & Composition and Literature & Composition.

Mathematics - Included the combination of Calculus AB and Calculus BC.

Science - Included the combination of Biology, Chemistry, Physics B, Physics C - Electricity and Magnetism, and Physics C - Mechanics.

History - Included the combination of U.S. History and European History.

Foreign Languages - Included the combination of French Language, French Literature, Spanish Language, Spanish Literature, and German.

Fine Arts - Included the combination of Art History, Studio Art (Drawing and General), and Music Theory.

- * Survey, with the assistance of your local school district(s), the percentages of your high school graduates who complete the following courses [from the High School Transcript Study, 1982, 1987, and 1990]:

- Four years of English;
- Algebra I, Algebra II, and Geometry;
- Calculus;
- Biology, Chemistry, and Physics;
- U.S. History and World History;
- Geography;
- Foreign Languages;
- Visual and Performing Arts.

- * Survey, with the assistance of your local school district(s), the percentages of high school seniors who reported being enrolled in academic/college preparatory, general, and vocational programs.

Citizenship: Key Findings from the 1993 National Goals Report

Community Service

- * In 1992, only 44% of 12th graders reported that they performed community service during the past two years. Percentages varied greatly by sex, type of school attended, and type of high school program enrolled.

Voter Registration and Voting

- * Fifty-three percent of all 18- to 20-year-olds were registered to vote in 1992, as compared to only 48% in 1988.

Suggestions for Local Goals Report Data: Determining the Level of Community Service and Voter Participation

- * Contact your local election board office and check to see whether there are data on the number or percentage of 18-year-olds in your community who are registered to vote, or who voted in the last election. If there are no local data available, conduct a survey through your local school district(s) of 18-year-olds in your community to see whether they are registered to vote, or voted in the most recent election.
- * Contact your local and state education agencies and inquire as to whether or not there is a civics test that measures student achievement against high standards of performance. If not, are there plans for development of such an assessment?
- * Survey local businesses, schools, and civic organizations to determine the percentage offering opportunities for community service and the extent of participation in such activities.
- * Survey your local school district(s) to determine whether community service credits are offered and/or required and the number of students taking advantage of them.

For More Information

Sources

Mathematics and Reading Levels Used in The 1993 Goals Report

National Assessment Governing Board
800 North Capitol Street, NW
Suite 825
Washington, DC 2002-4233

National Assessment of Educational Progress

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Advanced Placement Examinations

The College Board
1717 Massachusetts Avenue, NW
Suite 404
Washington, DC 20036

High School Course Completion

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
High School Transcript Study, 1982, 1987, and 1990

High School Programs Attended

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
National Longitudinal Study of 1972
High School and Beyond, 1980
National Educational Longitudinal Study of 1988: Second Follow-up Survey, 1992

Voter Registration and Voting

U.S. Department of Commerce
Bureau of the Census
Room 2343, Population Division
Washington, DC 20233
Source:
Current Population Survey, 1992

Community Service

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
National Education Longitudinal Study of 1988: Second Follow-up Survey, 1992

National Education Standards

National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Office of Educational Research and Improvement

555 New Jersey Avenue, NW
Washington, DC 20208

National Content Standards Development Projects

Arts
Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 22091

Civics and Government
Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467

Foreign Languages
American Council of the Teaching of Foreign Languages, Inc.
6 Executive Plaza
Yonkers, NY 10701-6801

Geography
National Council of Geographic Education
Geography Standards Project
1600 M Street, NW
Suite 2611
Washington, DC 20036

History
National Center for History in the Schools at the University of California - Los Angeles
231 Moore Hall, 405 Hilgard Avenue
Los Angeles, CA 90024

Mathematics
The National Council of Teachers of Mathematics
1906 Association Drive

Reston, VA 20091-1593

Science
National Academy of Sciences
National Research Council
2101 Constitution Avenue, NW
Washington, DC 20418

Indicators for Children with Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source:
Improving Student Achievement and Citizenship, 1992

Technical Notes

Goals Panel's Performance Standard - The National Assessment Governing Board (NAGB) defined such expectations for the first time using the 1990 National Assessment of Educational Progress (NAEP) Mathematics Assessment. The NAGB defined three levels of student proficiency on the NAEP test:

- * Basic (partial mastery of fundamental knowledge and skills);
- * Proficient (solid grade-level performance that demonstrates competency in challenging subject matter); and
- * Advanced (superior performance).

The Panel considered only those students scoring "Proficient and Above" as reaching its performance standard, since this level best reflected the concept of "demonstrated competency in challenging subject matter" outlined in the Goal.

Advanced Placement - The Advanced Placement (AP) program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in various subject areas. Advanced Placement examinations, which are given in May, are graded on a five-point scale (5 being "extremely well qualified" to 1 being "no recommendation"). Scores of three or above are generally accepted for college credit.

MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Objectives

- * Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- * The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- * The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Questions to Ask

International Assessment

- * How do students compare on international assessments of science and mathematics achievement?
- * How do students compare in international comparisons of school, home, and student characteristics?

Instructional Practices

- * How many science and mathematics teachers have the resources necessary to use effective instructional practices in their classrooms?
- * How many science and mathematics teachers use effective practices in their classrooms on a regular basis?

Student and School Attitudes Toward Science and Mathematics

- * Do students have positive attitudes toward science and mathematics?
- * Do schools specify mathematics and science as priorities?

Teacher Preparation

- * How many science and mathematics teachers hold degrees in the subject areas which they are assigned to teach?

Degrees Awarded

- * How many undergraduate and graduate science and mathematics degrees are awarded to U.S. citizens?

What Do We Know?

International Assessment: Key Findings from the 1993 National Goals Report

- * American 13-year-olds were outperformed by students in Hungary, Korea, and Taiwan in three out of four areas tested in an international science assessment in 1991. American students were also outperformed by students in Korea, Switzerland, and Taiwan in all areas tested in a 1991 international mathematics assessment, and by students in France and Hungary in four out of the five areas tested.
- * American students are more likely to do science experiments, use computers, and have more books in their homes than their counterparts in other countries. However, American students tend to spend less time doing homework and lead the students of other nations in the amount of television watched.

Suggestions for Local Goals Report Data: Exploring an International Focus

- * This year, the Panel was able to make international comparisons with those states that participated in the 1990 and 1992 NAEP mathematics assessment. At the present time, though, there are no tests that provide a community with a score that can be compared with international achievement levels. In the future, the Panel would like to see international tests which could be directly linked to a local community's assessment in the areas of mathematics and science.
- * Using the questions on this page, begin to assess the priority of homework, television watching, and other practices by students in your community.

Sample Questions

[From the IAEP Survey, 1991]

- * Do you do experiments during class?
- * Do you use calculators in school?
- * Do you use computers for schoolwork or homework?
- * Do you have 25 books or more in your home?
- * Do you spend 2 hours or more on all homework every day?
- * Do you watch television 5 hours or more every day?

Instructional Practices: Key Finding from the 1993 National Goals Report

- * In 1990, most students were not receiving the kinds of instruction needed to apply science and mathematics ideas outside of the classroom, and many teachers did not have adequate facilities or supplies to pursue these types of instruction.

Sample Questions

[From the 1990 NAEP Science Report Card]

Teachers

- * Are your facilities for teaching laboratory science adequate?
- * Are you well supplied with instructional materials and resources?
- * Do you rely primarily on textbooks to determine what you teach?

(Choices are: - Strongly Agree, - Agree, - No Opinion, - Disagree, - Strongly Disagree)

How much emphasis do you give to:

- * Developing problem-solving skills;
- * Communicating ideas in science effectively;

- * Developing skills in laboratory techniques?

(Choices are: - Heavy emphasis, - Moderate emphasis, - Little emphasis, - No emphasis)

Students

- * When you study science, how often do you:

- * Give an oral or written science report;

- * Do science experiments?

(Choices are: - About once a week or more, - Less than once a week, - Never)

- * In science class, how often does your teacher:

- * Ask you to write up an experiment;

- * Ask you to use computers?

(Choices are: - Several times a week or more, - About once a week or less, - Never)

Sample Questions (Mathematics)

[From the 1992 NAEP Mathematics Assessment]

Teachers

- * How much emphasis do you give to:

- * Algebra and Functions;

- * Developing reasoning and analytical skills;

- * Learning how to communicate math ideas?

(Choices are: - Heavy emphasis, - Moderate emphasis, - Little emphasis, - No emphasis)

- * About how often do students in your class(es) use calculators?

(Choices are: - At least several times a week, - Weekly or less, - Never)

- * How accessible are computers for student use?

(Choices are: - Available in classroom, - Difficult to access, - Not available)

- * About how often do students in your class(es) do the following types of activities for mathematics class:

- * Work in small groups;
- * Work with rulers, counting blocks, or geometric shapes;
- * Write reports or do math projects?

(Choices are: - At least several times a week, - Weekly or less, - Never)

Suggestions for Local Goals Report Data: Instructional Practice

- * Develop a teacher and student survey on instructional practices, with assistance from your local school district(s), local and state education agencies, and local teacher representatives, using the questions on this page as a guide.

Student and School Attitudes Toward Science and Mathematics: Key Findings from the 1993 National Goals Report

- * Students in higher grades were less likely to report having positive attitudes toward science and mathematics than students in lower grades, in 1990 and 1992. The gap between males and females increased substantially from Grade 4 to Grade 12, particularly in science.

Suggestions for Local Goals Report Data: Student and School Attitudes

- * Survey the number of students who have taken Advanced Placement exams in: Biology, Chemistry, Physics B, Physics C - Electricity and Magnetism, Physics C - Mechanics, Calculus AB, and Calculus BC.
- * Develop a student and administrative survey about attitudes toward mathematics and science. Sample questions could include [from the 1990 NAEP Science Report Card]:

Do you like science?

(Choices are: - Yes, - No)

[From the 1992 NAEP Mathematics Assessment]

Do you agree or disagree with the following statement: I like mathematics.

(Choices are: - Strongly agree - Agree -Disagree - Strongly disagree)

Have science and mathematics been identified as priorities in your school?

Teacher Preparation: Key Findings from the 1993 National Goals Report

- * In 1991, nearly eight out of ten high school science teachers held a degree in science or science education. Nearly seven out of ten high school mathematics teachers held a degree in mathematics or mathematics education.

Suggestions for Local Goals Report Data: Teacher Preparation

- * Contact your local school district(s) and/or education agency for a count of high school science and mathematics teachers who have degrees in science/science education, or mathematics/mathematics education.
- * Survey colleges, universities, and schools of education in your areas to estimate the number of education majors, teacher trainees, etc., who have mathematics or science backgrounds and who intend to become classroom teachers. This will provide an estimate of the future pool of instructors in these specific subject areas.

Degrees Awarded: Key Findings from the 1993 National Goals Report

- * American students earned over half of million science degrees and over 17,000 mathematics degrees in 1991. Between 1979 and 1991, the combined numbers of undergraduate and graduate degrees earned in science increased for American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic students, but decreased slightly for Black and White students. During this same time period, the numbers of degrees earned in mathematics increased for students in every racial/ethnic group.

Suggestions for Local Goals Report Data: Degrees Awarded

- * Contact the admissions staff at higher education institutions in your area and ask how many students from your community are pursuing degrees in mathematics and science.

For More Information

Sources

International Assessment of Educational Progress

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Science Instructional Practices

National Assessment of Educational Progress (NAEP)
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source:

NAEP 1990 Science Report Card

Mathematics Instructional Practices

National Assessment of Educational Progress (NAEP)
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source:

NAEP 1992 Mathematics Assessment

Advanced Placement Examinations

The College Board
1717 Massachusetts Avenue, NW
Suite 404
Washington, DC 20036

School and Student Attitudes Toward Science and Mathematics

National Assessment of Educational Progress
555 New Jersey Avenue, NW
Washington, DC 20208

Source:

NAEP 1992 Mathematics Assessment
NAEP 1990 Science Report Card

Teacher Preparation

National Center for Education Statistics
555 New Jersey Avenue, NW

Washington, DC 20208

Source:

Schools and Staffing Survey, 1991

Council of Chief State School Officers

One Massachusetts Avenue, NW

Suite 700

Washington, DC 20001-1431

Source:

State Indicators of Science and Mathematics Education: 1993

Degrees Awarded

National Science Foundation

4201 Wilson Boulevard

Arlington, VA 22230

National Research Council

2101 Constitution Avenue, NW

Washington, DC 20418

Indicators for Children with Disabilities

National Center on Educational Outcomes

University of Minnesota

350 Elliott Hall

75 East River Road

Minneapolis, MN 55455

Source:

Being First in the World in Science and Mathematics, 1992

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship

Objectives

- * Every major American business will be involved in strengthening the connection between education and work.
- * All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- * The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- * The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- * The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- * Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Questions to Ask

Adult Literacy

- * How many adults are literate?
- * How do literacy rates vary among racial/ethnic groups and among adults with different education levels?

International Workforce Attitudes

- * How do workers perceive the usefulness of their present job skills in the future, compared to workers in other countries?
- * How do workers perceive their responsibility for improving job performance, compared to workers in other countries?

Adult Education and Worker Training

- * How many adults are enrolled in adult education courses?
- * How many workers take training to improve their current job skills?
- * How many adults believe that they were unable to take, or did not have employer support for, the kind of adult education and training experiences which would effectively meet their needs?
- * How involved are businesses in strengthening the education and skills of their workforce?

Citizenship

- * To what degree do American adults exercise the rights and responsibilities of citizenship?

College Enrollment, Completion, and Preparation

- * What proportion of high school graduates enroll in college?
- * What proportion of students who enter college complete at least some college? an associate's degree? a bachelor's degree? a graduate or professional degree?
- * In particular, how do the rates of college completion compare for minority and non-minority students?
- * How prepared are college graduates to become productive citizens as they enter the community and workforce?

What Do We Know?

Adult Literacy: Key Findings from the 1993 National Goals Report

- * Nearly half of all American adults read and write at the two lowest levels of prose, document, and quantitative literacy in English. While these adults do have some limited literacy skills, they are not likely to be able to perform the range of complex literacy tasks that the Goals Panel considers important for competing successfully in a global economy and exercising the rights and responsibilities of citizenship.
- * On average, adults with a high school credential or less scored in the two lowest English literacy levels. However, even adults with college degrees scored, on average, no higher than the third of five literacy levels.
- * Average English literacy scores were highest among White adults and lowest among Hispanics. However, among Hispanic adults, literacy scores were markedly higher among adults born in the U.S. than among immigrants.

Suggestions for Local Goals Report Data: Determining Literacy Skills

- * Contact your local literacy councils and/or your local or state department of education's adult education division for information on possible literacy rates in your area.
- * Survey local literacy councils, local school districts, local higher education institutions, local mayors' offices (especially for larger cities), and local public libraries for information on types of local literacy programs available in your community and the amount of participation in them.

International Workforce Attitudes: Key Findings from the 1993 National Goals Report

- * U.S workers were far more likely than Belgian, German, or Japanese workers to predict that their present job skills will be very useful in five years. This prediction contrasted most sharply with Japan, where fewer than one in five workers predicted that their skills will be sufficient to meet job demands in the future.
- * U.S workers were much less likely than German and Japanese workers to report that they strongly agreed that workers should be expected to think up better ways to do their jobs.

Suggestions for Local Goals Report Data: Determining Workforce Attitudes

- * In conjunction with your local Chamber of Commerce, other business or governmental organizations, or your local higher education institution, create an employee survey to assess some of the attitudes of your local workforce. Use the questions below as a guide.

Sample Questions

[From Cornell University Study]

- * In five years, how useful will your present job skills be for your employment?
(Choices are: Not useful - Somewhat useful - Useful - Very useful)
- * A worker should be expected to think up better ways to do his or her job.
(Choices are: Strongly disagree - Disagree - Agree - Strongly agree)

Adult Education and Worker Training: Key Findings from the 1993 National Goals Report

- * About one-third of all adults took adult education courses during 1990-91. Percentages varied by occupation, while almost two-thirds of all adults believed that barriers kept them from taking courses.
- * Between 1983 and 1991, the percentage of U.S. workers who took training to improve their current job skills rose from 35% to 41%. White collar workers, college graduates, and workers in midcareer were most likely to pursue further training.

Suggestions for Local Goals Report Data: Adult Education and Worker Training

- * Contact your local school district(s) to inquire whether community adult education courses are being offered by the district and, if so, the number of participants.
- * Contact your local Chamber of Commerce chapters and other service organizations for information and possible data on the extent of local business involvement in education and ways to report the extent of this kind of activity in the community.

- * Develop your own community survey using the sample questions on this and the following page as a framework. Involve the business community's support, and guidance from officials of your local/state department of education and literacy councils in both its development and dissemination process.

Sample Questions

[From the Current Population Survey, 1991]

- * Since you obtained your present job did you take any training to improve your skills?

What kind of training did you take:

Reading, writing, or math skills;

Computer-related skills;

Other technical skills specific to your occupation;

Managerial or supervisory skills;

Other?

- * Did you take training in:

School;

A formal company training program;

Informal on-the-job;

Other?

Sample Questions

[From the National Household Education Survey, 1991]

- * Have you been involved in continuing education courses or noncredit courses during the last 12 months? (This does not count full-time students or part-time courses taken for credit toward a degree.)

- * What was your main reason for taking an adult education course(s):
 - Train for a current job;
 - Personal, family, or social reasons;
 - To meet degree/diploma/certificate requirements;
 - To train for a new job;
 - To improve basic reading, writing, and math skills?

- * What type of organization provided the instruction for the adult education course(s):
 - A business or industry;
 - 4-year college or university;
 - Labor/Professional organization;
 - Government agency;
 - Vocational/Trade/Business/Hospital/Flight school;
 - Library;
 - Other?

- * Have any of the following barriers kept you from participating in additional adult education courses:
 - Work schedule;
 - Class cost;
 - Class time;
 - Class location;
 - Lack of child care;

Lack of information;

Class of interest not offered;

Other?

- * What type of support did you receive for the adult education course, if any:

Course was given at place of work;

Employer paid some portion;

Employer provided course;

Employer provided time off;

Other?

Citizenship: Key Findings from the 1993 National Goals Report

- * In 1992, 73% of U.S. citizens were registered to vote, while about two-thirds actually voted.
- * In 1992, nearly 90% of the adults at the highest level of English literacy had voted in a national or state election during the previous five years, compared to about 55% of the adults at the lowest level of literacy.

College Enrollment, Completion, and Preparation: Key Findings from the 1993 National Goals Report

- * About six out of ten 1991 high school graduates enrolled in either two- or four-year colleges immediately after graduation. Enrollments for Black and White students have increased between 1974 and 1991, while enrollment of Hispanic students has stayed the same.
- * In 1992, three out of ten high school graduates aged 25-29 possessed an associate's or bachelor's degree. An additional 5% had a postgraduate degree.

Suggestions for Local Goals Report Data: Determining the Level of Community Service and Voter Participation

- * Contact your local election board office to obtain a statistic on the number or percentage of people who are registered to vote and who voted in the last Presidential and/or Congressional election.
- * Survey local businesses and civic organizations to determine the percentage offering opportunities for community service and the extent of participation in such activities.

Suggestions for Local Goals Report Data: College Enrollment, Completion, and Preparation

- * Contact your local school district(s) for possible information on the status of recent high school graduates who have enrolled in college following graduation.
- * Contact higher education institutions in your area to see if they collect data on entrants and completers from your community.
- * Contact your state higher education agency for information on assessment systems that measure the knowledge that students have acquired while enrolled. Contact your local college officers to see if such a system exists or is being planned.

For More Information Sources

Adult Literacy

Educational Testing Service
Division of Cognitive and Instructional Science
Princeton, NJ 08541

Source:

National Adult Literacy Survey, 1992
State Adult Literacy Survey, 1992

Adult Education and Training

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source:

National Household Education Survey, 1991

U.S. Department of Labor
Bureau of Labor Statistics
2 Massachusetts Avenue, NE
Washington, DC 20212
Source:
Current Population Surveys, 1983 and 1991

International Attitudes on the Workforce

Cornell University
School of Industrial and Labor Relations
Ithaca, NY 14853-3901
Source:
Work-Related Attitudes Among Workers, 1989-1991

Business Involvement in Education

U.S. Chamber of Commerce
Center for Workforce Preparation and Quality Education
1615 H Street, NW
Washington, DC 20006

The Business Roundtable
1615 L Street, NW
Washington, DC 20036

National Alliance of Business
1201 New York Avenue, NW
Washington, DC 20005

Citizenship

U.S. Department of Commerce
Bureau of the Census
Room 2343, Population Division
Washington, DC 20233
Source:
Current Population Survey, 1992

College Enrollment, Completion, and Career Expectations

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:

Current Population Surveys, 1991 and 1992
National Longitudinal Study of 1972
National Educational Longitudinal Study of 1988: Second Follow-up, 1992

Collegiate Assessment

National Education Goals Panel
1850 M Street, NW, Suite 270
Washington, DC 20036

Source:

Task Force Report in Assessing the National Goals Relating to Postsecondary Education, 1992

Public Reaction to the Report of: The Task Force on Assessing the National Goal Relating to Postsecondary Education, 1993

Resolution on Assessing the National Goal Relating to Postsecondary Education, 1993

Indicators for Children with Disabilities

National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source:

Pursuing Adult Literacy and Lifelong Learning, 1992

Educational Outcomes for Individuals at the Post-School Level, 1993

SAFE, DISCIPLINED, AND DRUG -FREE SCHOOLS

By the year 2000, every school in the U.S will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives

- * Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- * Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- * Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- * Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- * Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- * Community-based teams should be organized to provide students and teachers with needed support.
- * Every school should work to eliminate sexual harassment.

Questions to Ask

Student Drug Use

- * How accessible are drugs in schools and how common is at-school drug use? How common is drug use among students when they are not on school grounds?
- * What types of attitudes do students possess toward drugs?

- * Have schools adopted and properly implemented policies on drug use, possession, and distribution? Have schools developed a comprehensive drug education program? How involved are communities with these efforts?

Victimization and Vandalism

- * How safe are schools, as measured by incidence of victimization of students and teachers, the carrying of weapons to school, and vandalism of personal and school property?
- * How involved are parents, businesses, and communities in ensuring that schools offer a safe learning environment?

Discipline in Schools

- * How orderly are schools, as measured by the existence and enforcement of school policies on discipline, truancy, and tardiness?

What Do We Know?

Student Drug and Alcohol Use: Key Findings from the 1993 National Goals Report

- * In 1992, one in ten 8th graders, nearly one in five 10th graders, and nearly one in four 12th graders reported that they had been approached at school by someone trying to sell or give them drugs during the previous year. More than one-fourth of all students report that beer, wine, liquor, and marijuana are easy to obtain at school or on school grounds.
- * Use of alcohol and other drugs during school is not widespread. However, higher levels of use occur near school and at school events. Alcohol is used by more than three-fourths of all 12th graders and is by far the most commonly used drug, according to student reports.

Suggestions for Local Goals Report Data: Determining the Level of Student Drug and Alcohol Use

- * Contact your local school district(s), state department of education, and local/state alcohol and drug abuse agencies and inquire whether any data of this kind is available on your community. Many states and communities have participated in drug surveys.

Inquire about available data on the success rates and quality of drug education programs in your community.

- * The Goals Panel did not report whether schools have adopted policies on drug use, possession, and distribution, because no nationally representative data are currently collected in these areas. However, your community's goals report could list the policies and information about their implementation in your local district(s).
- * Develop a survey for students in your community with the assistance of your local school district(s) to monitor your community's progress in this area, using the following questions as a guide.

Sample Questions (For 12th Graders)

[From the Monitoring the Future Survey, 1992]

- * On how many occasions (if any) have you had alcohol to drink during the last 12 months? *

(Choices are: 0 occasions - 1 or more occasions)

- * (When applicable) When you used alcohol during the last 12 months how often did you use it at school?*

(Choices are: Not at all - A few times - Some of the times - Most of the times - Every time)

- * *Ask the same questions about marijuana and cocaine use.*

- * During the last 30 days, on how many occasions (if any) have you:

Consumed alcohol;

Used marijuana;

Taken any illegal drug;

Used cocaine?

(Choices are: 0 occasions - 1 or more occasions)

Sample Questions

(For 8th and 10th graders)

- * During the last 12 months, did you use alcohol:

At school during the day;

Near school;

At a school dance, game, or other event?

- * During the last 30 days, on how many occasions (if any) have you:

Consumed alcohol;

Used marijuana;

Taken any illegal drug;

Used cocaine?

(Choices are: 0 occasions - 1 or more occasions)

Sample Questions

(For 8th, 10th and 12th Graders)

- * During the past 12 months, has anyone made an offer at school to sell or give you an illegal drug (or actually sold or given you one at school)?

(Choices are: Yes - No)

- * During the last four weeks on how many days (if any) were you:

under the influence of alcohol while you were at school;

under the influence of marijuana or some other illegal drug while you were at school?

(Choices are: None - One day - Two days - 3-5 days - 6-9 days - 10 or more days)

Sample Questions

(For 6th through 12 Graders)

[From the National Household Education Survey, 1993]

- * If you wanted to, how difficult would it be for you to get the following things at school or on school grounds:

Beer or wine;

Liquor;

Marijuana;

Other drugs?

(Choices are: Very easy - Fairly easy - Hard - Impossible)

- * Have you seen any students drunk or under the influence of alcohol when they were at school this year?
- * Have you seen any students high on drugs such as marijuana, LSD, or cocaine when they were at school this year?

Victimization and Vandalism: Key Findings from the 1993 National Goals Report

- * In 1992, 9% of 8th graders, 10% of 10th graders, and 6% of 12th graders reported that they had brought a weapon to school at least once during the previous month.
- * Substantial numbers of 8th, 10th, and 12th graders are victims of violent acts, theft, and vandalism at school. Threats and injuries are higher among younger students, and among Black and Hispanic students.
- * Over one-third of all students report that other students at their school belong to fighting gangs.

- * While most students feel safe in or around their schools, substantial numbers report feeling unsafe some or most of the time.
- * Most teachers feel safe in their schools during the day. However, nearly one in five reported being verbally abused during the last 4 weeks, and nearly one in ten reported being threatened with injury during the last twelve months by students in their school.

Suggestions for Local Goals Report Data: Determining Victimization and Vandalism

- * Contact officials from your local and/or state department of education, higher education institutions' research departments, as well as other interested people in your community to design, develop, and disseminate a local survey (using the questions on the following page as a guide) to assess the level of safety in and around your local school district(s) and your community.

Sample Questions (For Students)

[From the Monitoring the Future Survey, 1992]

- * During the last four weeks, on how many days (if any) were you carrying a weapon such as gun, knife, or club to school?

(Choices are: None - One day - Two day - 3-5 days - 6-9 days - 10 or more days)

- * During the last 12 months, how often has something of yours been stolen while you were at school?
- * During the last 12 months, how often has someone deliberately damaged your property (car, clothing, etc.) while you were at school?
- * During the last 12 months, how often has someone injured you with a weapon (like a knife, gun, or club) while you were at school?
- * During the last 12 months, how often has someone threatened you with a weapon, but not actually injured you, while you were at school?
- * During the last 12 months, how often has someone injured you on purpose without using a weapon, while you were at school?

- * During the last 12 months, how often has an unarmed person threatened you with injury, but not actually injured you, while you were at school?

(At school was classified as: inside school, outside school, or on a school bus.)

(Choices given for all questions above are: Not at all - Once or more)

- * How often do you feel unsafe when you are at school?

(Choices are: Never - Rarely - Some days - Most days - Every day)

- * How often do you feel unsafe going to or from school?

(Choices are: Never- Rarely - Some days - Most days - Every day)

- * During the last four weeks, how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?

(Choices are: 0 days - 1 day - 2 or 3 days - 4 or more days)

Suggestions for Local Goals Report Data: Determining the Level of Discipline in Schools

- * Contact your local school district(s) for data on local truancy rates.
- * Include the following types of questions in surveys of teachers and students.

Sample Questions

(For Students)

[From the National Household Education Survey, 1993]

- * Do any of the students in your school belong to fighting gangs?
- * Did you do any of the following things because you were worried that someone might hurt or bother you:

Take a special route to get to school;

Stay away from certain places in the school;

Stay away from the school parking lot or other places on school grounds;

Stay away from school-related events like dances or sports events;

Try to stay in a group;

Stay home from school sometimes?

Sample Questions

(For Parents)

[From the National Household Education Survey, 1993]

- * Have you done any of the following things to help your child avoid trouble:

Told him/her not to travel a certain route to school;

Had him/her take a different kind of transportation;

Told him/her not to wear certain clothing or jewelry;

Set limits on the amount of money he/she may take to school;

Talked about how to avoid trouble?

Sample Questions

(For Teachers)

[From the Fast Response Survey System, 1991]

- * How safe did you feel in the school building both during school hours and after school hours?

(Choices are: Safe - Moderately safe - Moderately unsafe - Unsafe)

- * In the last 12 months, has a student from your school threatened to injure you? physically attacked you?

- * In the last 4 weeks, has a student from your school verbally abused you?

Discipline in Schools: Key Findings from the 1993 National Goals Report

- * In 1992, the majority of students in Grades 8 and 10 reported that student disruptions were fairly common occurrences in their classes.
- * In 1991, one-third of all high school teachers felt that student misbehavior interfered with their teaching. Nearly nine out of ten teachers felt that their principal consistently enforced school rules, but only six out of ten felt that other teachers did so.

Sample Questions

(For Teachers)

[From the Schools and Staffing Survey, 1991]

- * At school, how much control do you feel you have in your classroom over disciplining students?

(Choices are on a scale from 1 to 6, with 1 being "no control" and 6 being "complete control.")

- * Do you agree or disagree with each of the following statements?
- * The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching;
- * My principal enforces school rules for student conduct and backs me up when I need it;
- * Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.

(Choices are: Strongly agree - Agree - Disagree - Strongly disagree)

Sample Questions

(For Students)

[From the Monitoring the Future Survey, 1992]

- * During the last four weeks, how many whole days of school have you missed because you skipped or "cut" class?

(Choices are: None - 1 day or more)

- * During the last four weeks, how often have you gone to school but skipped a class when you weren't supposed to?

(Choices are: Not at all - 1 or more times)

- * During an average school week, about how many times:
- * Do your teachers interrupt the class to deal with student misbehavior or goofing off;
- * Does misbehavior or goofing off by other students in your class interfere with your own learning;
- * Do you come to class late (after class has begun) without an approved excuse?

(Choices are: None - One day - Two days - 3-5 days - 6-9 days - 10 or more days)

For More Information

Sources

At-School and Overall Drug Use

University of Michigan

Institute for Social Research

Room 2030

Ann Arbor, MI 48106

Source:

Monitoring the Future Survey, 1992

National Center for Education Statistics

555 New Jersey Ave., NW

Washington, DC 20208

Source:

National Household Education Survey, 1993

Centers for Disease & Control

Division of Adolescent and School Health

1600 Clifton Road

Mail Stop K33

Atlanta, GA 30033

Source:

Youth Risk Behavior Surveillance Survey, 1991

School Safety/Victimization and Vandalism

National Center for Education Statistics

555 New Jersey Ave., NW

Washington, DC 20208

Source:

National Household Education Survey, 1993

National Center for Education Statistics

555 New Jersey Ave., NW

Washington, DC 20208

Source:

Fast Response Survey System, 1991

University of Michigan

Institute for Social Research

Room 2030

Ann Arbor, MI 48106

Source:

Monitoring the Future Survey, 1992

U.S. Departments of Justice and Education

School Management and Resource Team (SMART) Program

3770 Torrey Pines Boulevard

Sarasota, FL 34238

Discipline in Schools

National Center for Education Statistics

555 New Jersey Ave., NW

Washington, DC 20208

Source:

Schools and Staffing Survey, 1991

University of Michigan

Institute for Social Research

Room 2030

Ann Arbor, MI 48106

Source:

Monitoring the Future Survey, 1992

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University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106
Source:
Monitoring the Future Survey, 1992

Indicators for Children with Disabilities

National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source:
Promoting Safe, Disciplined, and Drug-Free Schools, 1992