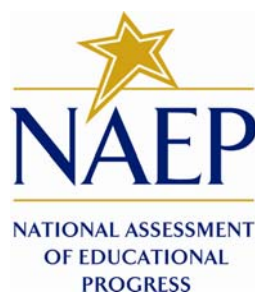


*THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS*

**Wave 3 Submittal for 2009
VOLUME II**

**Part 3 of 3
BACKGROUND QUESTIONS
FOR 2009 ASSESSMENT**

Grade 12 Questionnaires



Part 3 of 3 contains:

Grade 12 Questionnaires:

- 3a. Student Grade 12 ESBQ (Extended Student Background Questions)
- 3b. School Grade 12 Operational Questions
- 3c. School Grade 12 Pilot Questions
- 3d. Grade 12 HSTS (High School Transcript Study) Questions
- 3e. SD (Student with Disabilities) Questions (Grade 12)
- 3f. ELL (English Language Learner) Questions (Grade 12)

July 18, 2008

***THE NATIONAL ASSESSMENT OF
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Wave 3 Submittal for 2009

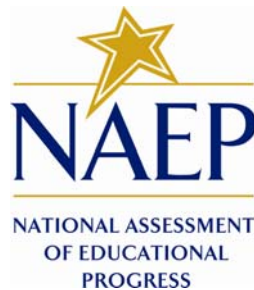
VOLUME II

Part 3a

BACKGROUND QUESTIONS

FOR 2009 ASSESSMENT

Student Grade 12 Extended Student Background Questions



Part 3a. contains:

Student Grade 12 Extended Student Background Questions

The amount of time estimated to complete this form is 5 minutes.

July 18, 2008

STUDENT QUESTIONNAIRES

OMB Information on Student Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 5 minutes per booklet, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the National Center for Education Statistics of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

OMB No. 1850-0790 Approval Expires 05/31/2010

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Extended Student Background Questionnaire Grades 8 and 12

In this section, please tell us about yourself and your family. This section has 10 questions. Mark your answers in your booklet.

1. Do you live in different homes with different people during the school year? Fill in only **one** oval. (VC180917) [4/8/12]

- (A) Yes
- (B) No

2. Which of the following people live in your home? Fill in **one** oval on each line. (VC180891) [4/8/12]

	Yes	No	
a. Mother/Stepmother	<input type="radio"/> (Y)	<input type="radio"/> (N)	(NEW)
b. Father/Stepfather	<input type="radio"/> (Y)	<input type="radio"/> (N)	(NEW)
c. Foster parents	<input type="radio"/> (Y)	<input type="radio"/> (N)	(NEW)
d. Grandmother or Grandfather	<input type="radio"/> (Y)	<input type="radio"/> (N)	(NEW)

3. How many brothers and sisters do you have, whether they live with you or not? Include all stepbrothers and stepsisters. Fill in only **one** oval. (NEW) [4/8/12]

- (A) None
- (B) One
- (C) Two
- (D) Three
- (E) Four
- (F) Five
- (G) Six or more

4. Does your mother usually have a job for pay? Fill in only **one** oval. (NEW) [4/8/12]

A Yes

B No

5. Does your father usually have a job for pay? Fill in only **one** oval. (NEW) [4/8/12]

A Yes

B No

6. Which of the following items do you have in your home? Fill in **one** oval on each line. (VC180923) [4/8/12]

	Yes	No	
a. Access to the Internet	<input type="radio"/> Y	<input type="radio"/> N	(VC180924)
b. Clothes dryer just for your family	<input type="radio"/> Y	<input type="radio"/> N	(NEW)
c. Electric dishwasher	<input type="radio"/> Y	<input type="radio"/> N	(VC180928)
d. More than six rooms (not including bathrooms)	<input type="radio"/> Y	<input type="radio"/> N	(VC180931)
e. More than one bathroom	<input type="radio"/> Y	<input type="radio"/> N	(VC180932)
f. A bedroom of your own	<input type="radio"/> Y	<input type="radio"/> N	(NEW)
g. Three or more cars, trucks, or other vehicles that your family uses	<input type="radio"/> Y	<input type="radio"/> N	(NEW)

7. Do you have your own cell phone? Fill in only **one** oval. (NEW) [4/8/12]

A Yes

B No

8. Does your family own or rent your home, or have some other living arrangement? Fill in only **one** oval. (VC180956) [8/12]
- Ⓐ Own (or pay mortgage)
 - Ⓑ Rent
 - Ⓒ Other
9. How far in school did your mother go? Fill in only **one** oval. (NEW) [8/12]
- Ⓐ She did not finish high school.
 - Ⓑ She graduated from high school.
 - Ⓒ She attended school after high school, but did not graduate.
 - Ⓓ She graduated from a two-year college.
 - Ⓔ She graduated from a four-year college.
 - Ⓕ She has a master's degree, Ph.D., M.D., law degree, or other advanced degree.
10. How far in school did your father go? Fill in only **one** oval. (NEW) [8/12]
- Ⓐ He did not finish high school.
 - Ⓑ He graduated from high school.
 - Ⓒ He attended school after high school, but did not graduate.
 - Ⓓ He graduated from a two-year college.
 - Ⓔ He graduated from a four-year college.
 - Ⓕ He has a master's degree, Ph.D., M.D., law degree, or other advanced degree.

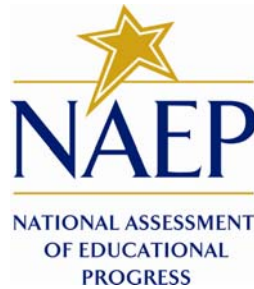
***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 3b
*BACKGROUND QUESTIONS***

FOR 2009 ASSESSMENT

Operational School Grade 12



Part 3b. contains:

Operational School Grade 12:

School Characteristics & Policies
Reading
Mathematics
Science
Charter School

The amount of time estimated to complete this form is 30 minutes.

July 18, 2008

SCHOOL QUESTIONNAIRES

OMB Information on School Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 30 minutes per booklet, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

OMB No. 1850-0790 Approval Expires 05/31/2010

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School Questionnaire

Grade 12

This questionnaire should be completed by the principal or the head of the school.

Some of the questions that follow ask you to fill in specific numbers. For those questions, please print the appropriate numbers in the boxes provided. Please PRINT LEGIBLY. Using one number per box, fill in every box. Keep all printing within the boxes. Do not make any stray marks. Use only a No. 2 pencil.

Example:
150 would be written as

0	0	,	1	5	0
---	---	---	---	---	---

Examples of numerals are:

1	2	3	4	5
6	7	8	9	0

School Questionnaire Grade 12

Part I: School Characteristics and Policies

1. What grades are taught in your school? Fill in **all** ovals that apply. (VB337248) [4/8/12]

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- ⓘ 7th grade
- Ⓙ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

2. Do all students in your school follow the same calendar? (VB556165) [4/8/12]

Ⓐ Yes → *Go to Question 3*

Ⓑ No → *Skip to Question 4*

3. Please indicate the number of hours of instruction that twelfth-grade students in your school completed as of February 1, 2009. Fill in the blocks below and then *skip to Question 5*. (VC346266) [12]

, hours of instruction as of February 1, 2009

4. For each group of students following a separate calendar, please indicate the number of hours of instruction that twelfth-grade students in your school completed as of February 1, 2009. (VB607892) [12]

First group: , hours of instruction as of February 1, 2009 [12] (VB607893)

Second group: , hours of instruction as of February 1, 2009 [12] (VB607894)

Third group: , hours of instruction as of February 1, 2009 [12] (VB607895)

5. What is the current enrollment in your school? (VB337250) [4/8/12]

,

6. Approximately what percentage of twelfth-graders in your school...
(Please be sure your answers sum to 100%.) (VC181111) [12]

	[Same at:]
a. is new this year ?	<input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> % [12] (VC181112)
b. has been attending your school for 1–2 years?	<input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> % [12] (VC181113)
c. has been attending your school for 3 or more years?	<input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> % [12] (VC181114)
TOTAL	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center;" type="text" value="1"/> <input style="width: 40px; height: 30px; border: 1px solid black; text-align: center;" type="text" value="0"/> <input style="width: 40px; height: 30px; border: 1px solid black; text-align: center;" type="text" value="0"/> %

7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? (VB337256) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

8. Is your school a public **charter** school? (VC310911) [4/8/12]

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No

9. What other type of school is this? Fill in **one** oval on each line. (VC311331) [4/8/12]

	Yes	No	[Same at:]	
a. Regular elementary school	Ⓐ	Ⓑ	[4]	(VC311335)
b. A regular school with a magnet program	Ⓐ	Ⓑ	[4/8/12]	(VC311336)
c. A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.	Ⓐ	Ⓑ	[4/8/12]	(VC311338)
d. Special education: a school that primarily serves students with disabilities	Ⓐ	Ⓑ	[4/8/12]	(VC311343)
e. Vocational/technical: a school that primarily serves students being trained for occupations	Ⓐ	Ⓑ	[4/8/12]	(VC311346)
f. Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education	Ⓐ	Ⓑ	[4/8/12]	(VC311350)
g. Private (independent)	Ⓐ	Ⓑ	[4/8/12]	(VC311351)
h. Private (religiously affiliated)	Ⓐ	Ⓑ	[4/8/12]	(VC311353)
i. Privately run public school	Ⓐ	Ⓑ	[4/8/12]	(VC311354)
j. Other	Ⓐ	Ⓑ	[4/8/12]	(VC311358)

10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) (HE000917) [4/8/12]

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) (LC000488) [4/8/12]

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

12. About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.) (HE000918) [4/8/12]

- Ⓐ 98–100%
- Ⓑ 95–97%
- Ⓒ 90–94%
- Ⓓ 80–89%
- Ⓔ 70–79%
- Ⓕ 60–69%
- Ⓖ 50–59%
- Ⓗ Less than 50%

13. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year? (HE000920) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ 11–15%
- Ⓕ 16–20%
- Ⓖ More than 20%

14. Does your school participate in the National School Lunch Program? (HE002094) [4/8/12]

- Ⓐ Yes → *Go to Question 15*
- Ⓑ No → *Skip to Question 18*

15. How does the school operate the program? (VB556173) [4/8/12]

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 17*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 16*

16. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? (NEW)
[4/8/12]

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2008
- Ⓒ 2007
- Ⓓ 2006
- Ⓔ 2005
- Ⓕ 2004
- Ⓖ 2003 or earlier

17. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (VB608487) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–34%
- Ⓕ 35–50%
- Ⓖ 51–75%
- Ⓗ 76–99%
- Ⓙ 100%

18. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
(VB608488) [4/8/12]

- Ⓐ No
- Ⓑ Yes, our school receives funds, which are targeted to eligible students.
- Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

19. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB485284) [4/8/12]

	None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	[Same at:]	
a. Targeted Title I services	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB610145)
b. Gifted and talented program	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB485286)
c. Instruction provided in student’s home language (non-English)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB485287)
d. English-as-a-second-language (not in a bilingual education program)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB485288)
e. Special education	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB485289)

20. Of students in last year's graduating class, approximately what percentage has gone on to each of the following types of school? Fill in **one** oval on each line. (VB338407)

	None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Two-year colleges	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	(VB338408)
b. Four-year colleges or universities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	(VB338409)
c. Vocational, technical, or business schools	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	(VB338410)

Part II: English/Language Arts

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in **one** oval on each line. (VB380370) [4/8/12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. Use of language arts across the curriculum	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VB380371)
b. Interpreting and analyzing literature	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VB380372)
c. Understanding the process of reading or writing	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VB380373)
d. Instructional strategies for teaching language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VB380374)

2. Is there an English/language arts specialist or coach available (full- or part-time) to twelfth-graders at your school? (VC311875) [12]

- Ⓐ Yes, available full-time to my school → *Go to Question 3*
- Ⓑ Yes, available part-time to my school → *Go to Question 3*
- Ⓒ No → *Skip to Question 4*

3. To what extent are any of the following a responsibility of the English/language arts specialist or coach available to twelfth-graders at your school? Fill in **one** oval on each line. (VC311887) [12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. Provide technical assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[8/12]	(VC311888)
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[8/12]	(VC311889)
c. Provide English/language arts instruction to students on various topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[8/12]	(VC311890)
d. Provide English/language arts instruction to students at various grade levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[8/12]	(VC311891)
e. Provide English/language arts enrichment to some student groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[8/12]	(VC311892)

4. To what extent is your school's English/language arts program structured according to the following resources? Fill in **one** oval on each line. (VC191175) [8/12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
f. Recommendations from school reading/language arts department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)

5. To what extent does your school's twelfth-grade English/language arts curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line. (NEW) [12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. Federally mandated assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
c. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
d. School assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)

6. Does your school have the following personnel to assist with English/language arts class instruction for twelfth-grade students with disabilities (SD) and/or English language learners (ELL)? Fill in **one** oval for SD and **one** oval for ELL on each line.
(NEW) [12]

	SD		ELL		[Same at:]	
	Yes	No	Yes	No		
a. Special Education teachers (and related service providers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
b. Reading specialists or coaches	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
d. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
e. Other staff not trained in SD or ELL	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
g. Paraprofessionals or teacher aids who are trained in SD or ELL	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
h. Paraprofessionals or teacher aids who are not trained in SD or ELL	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)

7. Does your school offer online English/language arts courses for credit? (VC311868) [12]

- A Yes
 B No

8. Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in **one** oval on each line. (VC311867) [12]

	Yes	No	[Same at:]	
a. Advanced Placement English Language and Composition	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
b. Advanced English Language and Composition (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
c. Advanced Placement English Literature and Composition	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
d. Advanced English Literature and Composition (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)

Part III: Mathematics

1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in mathematics for graduation this year? (VB543384) [12]
 - Ⓐ None
 - Ⓑ One-half year
 - Ⓒ One year
 - Ⓓ Two years
 - Ⓔ Three years
 - Ⓕ Four years
 - Ⓖ More than four years

2. Does your school offer online mathematics courses for credit? (VB543425) [12]
 - Ⓐ Yes
 - Ⓑ No

3. Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in **one** oval on each line. (QK070745) [12]

	Yes	No	[Same at:]	
a. Pre-calculus, third-year algebra, or elementary functions and analysis	<input type="radio"/> A	<input type="radio"/> B	[12]	(VB543396)
b. Trigonometry	<input type="radio"/> A	<input type="radio"/> B	[12]	(QK070750)
c. Advanced Placement Calculus AB	<input type="radio"/> A	<input type="radio"/> B	[12]	(VB543387)
d. Advanced Placement Calculus BC	<input type="radio"/> A	<input type="radio"/> B	[12]	(VB543389)
e. Calculus (other than those listed above)	<input type="radio"/> A	<input type="radio"/> B	[12]	(VB543386)
f. Advanced Placement Statistics	<input type="radio"/> A	<input type="radio"/> B	[12]	(VB543390)
g. Probability and/or statistics (other than those listed above)	<input type="radio"/> A	<input type="radio"/> B	[12]	(VB543397)
h. Advanced Placement Computer Science	<input type="radio"/> A	<input type="radio"/> B	[12]	(VB543393)
i. Computer science (other than those listed above)	<input type="radio"/> A	<input type="radio"/> B	[12]	(VB543392)

4. Which of the following mathematics courses are required for high school graduation? Fill in **one** oval on each line. (VC194471) [12]

	Yes	No	[Same at:]	
a. Algebra I	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC194472)
b. Geometry	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC194473)
c. Algebra II	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC194474)
d. Statistics/Probability	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC194475)
e. Other course	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC194476)

5. Are twelfth-grade students typically assigned to mathematics classes by ability and/or achievement levels (so that some instruction groups are higher in average mathematics ability and/or achievement levels than others)? (NEW) [12]

- A Yes
- B No

6. Is there a mathematics specialist or coach available (full- or part-time) to twelfth-graders at your school? (VC311920) [12]

- A Yes, available full-time to my school → *Go to Question 7*
- B Yes, available part-time to my school → *Go to Question 7*
- C No → *Skip to Question 8*

7. To what extent are any of the following a responsibility of the mathematics specialist or coach available to twelfth-graders at your school? Fill in **one** oval on each line. (VC311914) [12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. Provide technical assistance/support to individual teachers about mathematics content or the teaching of mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	[4/8/12]	(VC311915)
b. Conduct professional development for groups of teachers about mathematics content or the teaching of mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	[4/8/12]	(VC311916)
c. Provide mathematics instruction to students on various topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	[4/8/12]	(VC311917)
d. Provide mathematics instruction to students at various grade levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	[4/8/12]	(VC311918)
e. Provide mathematics remediation/intervention to some student groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	[4/8/12]	(NEW)
f. Provide mathematics enrichment to some student groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	[4/8/12]	(VC311919)

8. To what extent is your school’s mathematics program structured according to the following resources? Fill in **one** oval on each line. (VC311202) [4/8/12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
f. Recommendations from school mathematics department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)

9. Approximately what percentage of your school's classrooms has the following technological resources for twelfth-grade mathematics instruction? Fill in **one** oval on each line. (VC311930) [12]

	0%	1–25%	26–50%	51–75%	76–99%	100%	[Same at:]	
a. Cable/satellite/closed-circuit television	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311932)
b. Videodisc player/VCR/DVD player	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311933)
c. Digital/video camera	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311934)
d. Videoconferencing equipment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311935)
e. Scanner for images or text	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311936)
f. Projection device for projecting images directly from a computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311937)
g. Computer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311938)
h. Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311939)
i. Computer printer	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311940)
j. Hand-held devices (e.g., personal digital assistants such as Palm Pilots or Pocket PCs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	[4/8/12]	(VC311941)

10. Approximately what percentage of students in this year's graduating class has enrolled in a distance education course for the following subjects?

(Distance education courses are defined for this survey as credit-granting courses in which the teacher and student are in different locations. They can be delivered via audio, video, or Internet or other computer technologies. They may originate from your school or another entity.)

Fill in **one** oval on each line. (VC311359) [12]

	None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	[Same at:]	
a. English/ language arts	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311369)
b. Mathematics	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311376)
c. Social studies	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311371)
d. Science	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311375)
e. Computer science	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311379)
f. Foreign languages	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311381)
g. Career and technical/ vocational	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311383)
h. Other (specify): <hr/>	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311385)

11. Approximately what percentage of students in this year’s graduating class has enrolled in an academic course for dual credit taught at the following locations?

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits *for the same courses*. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do not include Advanced Placement and International Baccalaureate courses).

Fill in **one** oval on each line. (VC311388) [12]

	None	1– 5%	6– 10%	11– 25%	26– 50%	51– 75%	76– 90%	Over 90%	[Same at:]	
a. On your high school campus	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	[12]	(VC311394)
b. On a post-secondary campus	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	[12]	(VC311395)
c. Through distance learning (Internet)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	[12]	(VC311396)
d. Other (specify) _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	[12]	(VC311398)

12. Approximately what percentage of students in this year's graduating class has enrolled in a career and technical/vocational course for dual credit taught at the following locations?

(Dual credit is defined for this survey as a course or program where high school students can earn both high school and postsecondary credits *for the same courses*. Postsecondary institutions include public and private 2- or 4-year colleges or universities, community colleges, and technical or vocational schools. The dual credit options must either be legislated by your state or have an articulated or formal written agreement between your school and a postsecondary institution. Do not include Advanced Placement and International Baccalaureate courses).

Fill in **one** oval on each line. (VC311400) [12]

	None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	[Same at:]	
a. On your high school campus	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311401)
b. On a post-secondary campus	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311402)
c. Through distance learning (Internet)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311404)
d. Other (specify) _____	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[12]	(VC311410)

Part IV: Science

1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work in science does your school or district require for graduation? (VC304670) [12]
 - Ⓐ None
 - Ⓑ One-half year
 - Ⓒ One year
 - Ⓓ Two years
 - Ⓔ Three years
 - Ⓕ Four years
 - Ⓖ More than four years

2. Does your school offer online science courses for credit? (VC304672) [12]
 - Ⓐ Yes
 - Ⓑ No

3. Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in **one** oval on each line. (QK070745) [12]

	Yes	No	[Same at:]	
a. Advanced Placement Biology	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC308200)
b. International Baccalaureate Biology	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC312550)
c. Advanced biology (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(QK070746)
d. Advanced Placement Environmental Science	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC308202)
e. International Baccalaureate Environmental Systems	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC312552)
f. Advanced environmental science (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC308203)
g. Advanced Placement Chemistry	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC308204)
h. International Baccalaureate Chemistry	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC312554)
i. Advanced chemistry (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(QK00747)
j. Advanced Placement Physics B or C	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC308206)
k. International Baccalaureate Physics	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC312556)
l. Advanced physics (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(QK070748)
m. International Baccalaureate Design Technology	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC312557)
n. Advanced technology (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(VC312559)

4. Is there a science specialist or coach available (full- or part-time) to twelfth graders at your school? (NEW) [12]

- A Yes, available full-time to my school → *Go to Question 5*
- B Yes, available part-time to my school → *Go to Question 5*
- C No → *Skip to Question 6*

5. To what extent are any of the following a responsibility of the science specialist or coach available to twelfth graders at your school? Fill in **one** oval on each line. (NEW) [12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. Provide technical assistance/support to individual teachers about science content or the teaching of science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
b. Conduct professional development for groups of teachers about science content or the teaching of science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
c. Provide science instruction to students on various topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
d. Provide science instruction to students at various grade levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
e. Provide science enrichment to some student groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)

6. To what extent is your school's science program structured according to the following resources? Fill in **one** oval on each line. (VC304219) [4/8/12]

	Not at all	Small Extent	Moderate Extent	Large Extent	[Same at:]	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
d. In school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
f. Recommendations from school science department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)

7. To what extent are any of the following available to twelfth-grade teachers who teach science? Fill in **one** oval on each line. (NEW) [12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. Science textbooks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304710)
b. Science magazines and books	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304711)
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304712)
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304713)
e. Student access to computers in class for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304715)
f. Student access to computer labs for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304716)
g. Teacher access to computers for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304717)
h.. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304718)
i.. Audiovisual materials for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
j. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(VC304720)
k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8]	(NEW)

8. Approximately what percentage of your school's classrooms has the following technological resources for twelfth-grade science instruction? Fill in **one** oval on each line. (VC312508) [12]

	0%	1–25%	26–50%	51–75%	76–99%	100%	[Same at:]	
a. Desktop computer	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312509)
b. Laptop computer	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312511)
c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen)	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312512)
d. Digital projector (device that connects to a computer to display presentations, or demonstrate lessons, such as an LCD)	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312513)
e. CD-ROM	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312515)
f. Online software	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312517)
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 player)	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312526)
h. Cable/satellite/closed-circuit television	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312523)
i. DVD player and DVDs	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312528)
j. Digital camera	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312530)
k. Graphing calculator	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312533)
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312535)
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312536)
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312538)
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	(A)	(B)	(C)	(D)	(E)	(F)	[4/8/12]	(VC312539)

Part V: Supplemental Charter School Questions

This section should be completed by the principal or the head of the school. If your school is a charter school please continue. If your school is not a charter school, you have finished the survey. Thank you for your time.

1. Is your school a public **charter** school? (VC311248) [4/8/12]

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

Ⓐ Yes → *Go to Question 2*

Ⓑ No → *You have finished the survey. Thank you for your time.*

2. In which year did your school start providing instruction as a **charter** school? (VC104697) [4/8/12]

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3. How many times has your charter been **renewed**? (Enter 0 if you have not had to renew your charter yet.) (VC311249) [4/8/12]

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Times

If "0 Times" skip to Question 6.

4. In which year was your charter most recently renewed? (VC104700) [4/8/12]

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5. For how many years was your charter renewed? (VC104701) [4/8/12]
- Ⓐ 1 to 3 years
 - Ⓑ 4 to 5 years
 - Ⓒ 6 to 10 years
 - Ⓓ 11 or more years
6. Who **granted** your school's original charter? (VC104703) [4/8/12]
- Ⓐ School district
 - Ⓑ State Board of Education (includes State Board of Regents and District of Columbia Board of Education)
 - Ⓒ Postsecondary institution
 - Ⓓ State charter-granting agency
 - Ⓔ City or state public charter school board
 - Ⓕ Other
7. Is your charter school a **newly created school** or was it converted from a **pre-existing school**? (VC104705) [4/8/12]
- Ⓐ Newly created school → *Skip to Question 9*
 - Ⓑ Converted from a pre-existing school → *Go to Question 8*
8. Was the pre-existing school a public school or a private school? (VC104756) [4/8/12]
- Ⓐ Public school
 - Ⓑ Private school

9. Which one of the following best describes your charter school's **primary** focus in terms of program content? (VC104758) [4/8/12]
- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
 - Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

10. Among twelfth-grade students who are **new** to your charter school this year, approximately what percentage performs **at or above average** on your state assessment? (VC104970) [4]

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 Percent

11. Does your school participate in the National School Lunch Program? (HE002094) [4/8/12]

- Ⓐ Yes → *Skip to Question 13*
- Ⓑ No → *Go to Question 12*

12. Why does your school **not** participate in the National School Lunch Program? (VC104793) [4/8/12]

- Ⓐ My school has eligible students but chooses not to participate in the program.
- Ⓑ My school does not have students who qualify for free or reduced-price lunches.
- Ⓒ My school does not have a cafeteria or does not serve lunch.
- Ⓓ Other

13. What is the legal status of your school? (VC104799) [4/8/12]

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

14. Who has **primary control or authority** over the following aspects of your school?
Fill in **one** oval on each line. (VC104818) [4/8/12]

	Your school	Management company	District/ charter- granting agency	Governing board/ board of trustees	Other	[Same at:]	
a. Total budget	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104825)
b. Purchase of supplies and equipment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104832)
c. School calendar	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104838)
d. Student discipline policies (e.g., suspension/expul- sion)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104842)
e. Curriculum	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104844)
f. Personnel, including hiring of teaching staff	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104846)

15. In which of the following areas is your school monitored/audited by the state or your school's charter-granting agency? Fill in **one** oval on each line. (VC319857) [4/8/12]

	Yes, by state	Yes, by charter- granting agency	Not monitored	[Same at:]	
a. Curriculum topics taught	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319867)
b. Teaching methods used	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319869)
c. Student achievement	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319870)
d. Student behavior	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319871)
e. Student attendance	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319873)
f. School governance	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319874)
g. School finances	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319875)
h. Compliance with state or federal regulations	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319876)
i. Special education services	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319878)

16. Are you **required** to report directly to any of the following groups on your school's progress? Fill in **one** oval on each line. (VC104905) [4/8/12]

	Yes	No	[Same at:]	
a. Chartering agency	Ⓐ	Ⓑ	[4/8/12]	(VC104943)
b. Parents	Ⓐ	Ⓑ	[4/8/12]	(VC104944)
c. Community/general public	Ⓐ	Ⓑ	[4/8/12]	(VC104945)
d. School governing board	Ⓐ	Ⓑ	[4/8/12]	(VC104946)
e. Private funders or donors	Ⓐ	Ⓑ	[4/8/12]	(VC104947)
f. State Board of Education	Ⓐ	Ⓑ	[4/8/12]	(VC104948)
g. State department of education (if this is not the chartering agency)	Ⓐ	Ⓑ	[4/8/12]	(VC104949)
h. Legislature	Ⓐ	Ⓑ	[4/8/12]	(VC104950)

17. Have you asked parents why they chose to send their children to your school this year? (VC345938) [4/8/12]

- Ⓐ No → *You have finished the survey. Thank you for your time.*
- Ⓑ Yes, we have asked some parents about this. → Go to Question 18.
- Ⓒ Yes, we have asked all or most of the parents. → Go to Question 18.

18. Of the parents you asked, about how many indicated that they chose to send their children to your school for the following reasons? Fill in **one** oval on each line. (VC316408) [4/8/12]

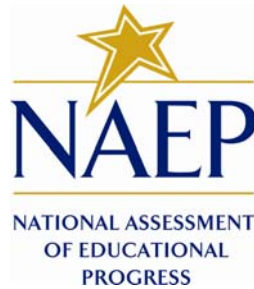
	None	Less than half	About half	About three-quarters	All or almost all	Did not ask	[Same at:]	
a. Their child was performing poorly in another school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316413)
b. They wanted a more rigorous curriculum for their child.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316414)
c. They wanted the particular curricular focus this school has.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316416)
d. They wanted a safer environment for their child.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316418)
e. They were seeking greater parental involvement in their child's education.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316424)
f. They wanted smaller class sizes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316428)
g. Other reason	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316431)

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 3c
BACKGROUND QUESTIONS
FOR 2009 ASSESSMENT**

Pilot School Grade 12



Part 3c. contains:

Pilot School Grade 12:

School Characteristics & Policies
Reading & Mathematics
Social Studies
Charter School

The amount of time estimated to complete this form is 30 minutes.

July 18, 2008

SCHOOL QUESTIONNAIRES

OMB Information on School Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 30 minutes per booklet, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

OMB No. 1850-0790 Approval Expires 05/31/2010

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School Questionnaire

Grade 12

This questionnaire should be completed by the principal or the head of the school.

Some of the questions that follow ask you to fill in specific numbers. For those questions, please print the appropriate numbers in the boxes provided. Please PRINT LEGIBLY. Using one number per box, fill in every box. Keep all printing within the boxes. Do not make any stray marks. Use only a No. 2 pencil.

Example:
150 would be written as

0	0	,	1	5	0
---	---	---	---	---	---

Examples of numerals are:

1	2	3	4	5
6	7	8	9	0

School Questionnaire Grade 12

Part I: School Characteristics and Policies

1. What grades are taught in your school? Fill in **all** ovals that apply. (VB337248) [4/8/12]

- Ⓐ Pre-kindergarten
- Ⓑ Kindergarten
- Ⓒ 1st grade
- Ⓓ 2nd grade
- Ⓔ 3rd grade
- Ⓕ 4th grade
- Ⓖ 5th grade
- Ⓗ 6th grade
- ⓘ 7th grade
- Ⓙ 8th grade
- Ⓚ 9th grade
- Ⓛ 10th grade
- Ⓜ 11th grade
- Ⓝ 12th grade

2. Do all students in your school follow the same calendar? (VB556165) [4/8/12]

Ⓐ Yes → *Go to Question 3*

Ⓑ No → *Skip to Question 4*

3. Please indicate the number of hours of instruction that twelfth-grade students in your school completed as of February 1, 2009. Fill in the blocks below and then *skip to Question 5*. (VC346266) [12]

, hours of instruction as of February 1, 2009

4. For each group of students following a separate calendar, please indicate the number of hours of instruction that twelfth-grade students in your school completed as of February 1, 2009. (VB607892) [12]

First group: , hours of instruction as of February 1, 2009 [12] (VB607893)

Second group: , hours of instruction as of February 1, 2009 [12] (VB607894)

Third group: , hours of instruction as of February 1, 2009 [12] (VB607895)

5. What is the current enrollment in your school? (VB337250) [4/8/12]

,

6. Approximately what percentage of twelfth-graders in your school...
 (Please be sure your answers sum to 100%.) (VC181111) [12]

				[Same at:]	
a. is new this year ?				%	[12] (VC181112)
b. has been attending your school for 1–2 years?				%	[12] (VC181113)
c. has been attending your school for 3 or more years?				%	[12] (VC181114)
TOTAL	1	0	0	%	

7. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? (VB337256) [4/8/12]

- Ⓐ 0%
- Ⓑ 1–5%
- Ⓒ 6–10%
- Ⓓ 11–25%
- Ⓔ 26–50%
- Ⓕ 51–75%
- Ⓖ 76–90%
- Ⓗ Over 90%

8. Is your school a public **charter** school? (VC310911) [4/8/12]

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes
- Ⓑ No

9. What other type of school is this? Fill in **one** oval on each line. (VC311331) [4/8/12]

	Yes	No	[Same at:]	
a. Regular elementary school	<input type="radio"/> A	<input type="radio"/> B	[4]	(VC311335)
b. A regular school with a magnet program	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311336)
c. A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311338)
d. Special education: a school that primarily serves students with disabilities	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311343)
e. Vocational/technical: a school that primarily serves students being trained for occupations	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311346)
f. Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311350)
g. Private (independent)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311351)
h. Private (religiously affiliated)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311353)
i. Privately run public school	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311354)
j. Other	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311358)

10. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.) (HE000917) [4/8/12]

- A 0–2%
- B 3–5%
- C 6–10%
- D More than 10%

11. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.) (LC000488) [4/8/12]

- Ⓐ 0–2%
- Ⓑ 3–5%
- Ⓒ 6–10%
- Ⓓ More than 10%

12. About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.) (HE000918) [4/8/12]

- Ⓐ 98–100%
- Ⓑ 95–97%
- Ⓒ 90–94%
- Ⓓ 80–89%
- Ⓔ 70–79%
- Ⓕ 60–69%
- Ⓖ 50–59%
- Ⓗ Less than 50%

13. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year? (HE000920) [4/8/12]
- Ⓐ 0%
 - Ⓑ 1–2%
 - Ⓒ 3–5%
 - Ⓓ 6–10%
 - Ⓔ 11–15%
 - Ⓕ 16–20%
 - Ⓖ More than 20%
14. Does your school participate in the National School Lunch Program? (HE002094) [4/8/12]
- Ⓐ Yes → *Go to Question 15*
 - Ⓑ No → *Skip to Question 18*
15. How does the school operate the program? (VB556173) [4/8/12]
- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 17*
 - Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 16*
16. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? (NEW) [4/8/12]
- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
 - Ⓑ 2008
 - Ⓒ 2007
 - Ⓓ 2006
 - Ⓔ 2005
 - Ⓕ 2004
 - Ⓖ 2003 or earlier

17. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (VB608487) [4/8/12]

- (A) 0%
- (B) 1–5%
- (C) 6–10%
- (D) 11–25%
- (E) 26–34%
- (F) 35–50%
- (G) 51–75%
- (H) 76–99%
- (I) 100%

18. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) (VB608488) [4/8/12]

- (A) No
- (B) Yes, our school receives funds, which are targeted to eligible students.
- (C) Yes, our school receives funds, which are used for schoolwide purposes.

19. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB485284) [4/8/12]

	None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	[Same at:]	
a. Targeted Title I services	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB610145)
b. Gifted and talented program	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB485286)
c. Instruction provided in student’s home language (non-English)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB485287)
d. English-as-a-second-language (not in a bilingual education program)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB485288)
e. Special education	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	[4/8/12]	(VB485289)

20. Of students in last year's graduating class, approximately what percentage has gone on to each of the following types of school? Fill in **one** oval on each line. (VB338407)

	None	1–5%	6–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Two-year colleges	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	(VB338408)
b. Four-year colleges or universities	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	(VB338409)
c. Vocational, technical, or business schools	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	(VB338410)

(Embedded Pilot Items: Form A)
Part V: English/Language Arts and Mathematics

The items in this section (Part V) are intended for the pilot testing of a new format. Although some items in this section may have appeared in an earlier section, please answer all the items in this section.

1. Is there a specialist in the following subjects available for twelfth-graders at your school? For each line, fill in either “Yes” or “No” for each of the subjects. (NEW) [12]

	English/ Language Arts			Mathematics		
	Yes	No	[Same at:]	Yes	No	[Same at:]
a. Full-time specialist	Ⓐ	Ⓑ	[4/8/12] (NEW)	Ⓐ	Ⓑ	[4/8/12] (NEW)
b. Part-time specialist	Ⓐ	Ⓑ	[4/8/12] (NEW)	Ⓐ	Ⓑ	[4/8/12] (NEW)

2. Does your school offer any of the following activities for twelfth-grade students who fall behind or need extra help in the following subjects? For each line, fill in either “Yes” or “No” for each of the subjects. (NEW) [12]

	English/ Language Arts		[Same at:]		Mathematics		[Same at:]	
	Yes	No			Yes	No		
a. Teacher tutoring	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
b. Peer tutoring	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
c. Volunteer tutoring	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
d. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311901)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311923)
e. Use of instructional aides for pull-out instruction	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311902)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311924)
f. Enrichment courses	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311903)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311925)
g. Extra subject period	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311904)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311926)
h. Extra work or homework	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311905)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311927)
i. Before- or after-school programs	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
j. Saturday classes	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
k. Summer school program	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
l. Tutoring on English for English language learners	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
m. Other	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311907)	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(VC311929)

3. Does your school offer any of the following English courses for twelfth-grade students? ^(NEW)
[12]

	Yes	No	[Same at:]	
a. Advanced Placement English Language and Composition	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
b. Advanced English Language and Composition (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
c. Advanced Placement English Literature and Composition	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
d. Advanced English Literature and Composition (beyond an introductory course)	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
e. Online English courses for credit	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
f. International Baccalaureate English courses	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)

(Embedded Pilot Items Form B)
Part V: U.S. History, Civics, and Geography

1. At what grade do students in your school typically receive instruction with a primary focus on the following subjects? Fill in **all** ovals that apply. (VB337329) [4/8/12]

	9th grade	10th grade	11th grade	12th grade	This course is not offered in my school.	[Same at:]	
a. State History	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[12]	(NEW)
b. U.S. History	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[12]	(VB338392)
c. European History	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[12]	(new)
d. World History	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[12]	(new)
e. Civics/Government	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[12]	(VB608491)
f. Comparative Government	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[12]	(new)
g. Geography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[12]	(new)
h. Economics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[12]	(new)

2. To what extent have you emphasized each of the following topics in your twelfth-grade U.S. history curriculum? Fill in **one** oval on each line. (NEW) [12]

	Not at all	Small extent	Moderate extent	Large extent	This topic is not offered in my school.	[Same at:]	
a. Change and continuity in American democracy	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
b. Gatherings and interactions of people from various cultures	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
c. Technological changes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
d. Economic changes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
e. Changing role of America in the world	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)

3. To what extent have you emphasized each of the following topics in your twelfth-grade civics or government curriculum? Fill in **one** oval on each line. (NEW) [12]

	Not at all	Small extent	Moderate extent	Large extent	This topic is not offered in my school.	[Same at:]	
a. Politics and government	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
b. Foundations of the American political system	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
c. The Constitution	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
d. World affairs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
e. Roles of citizens in American democracy	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)

4. To what extent have you emphasized each of the following topics in your twelfth-grade geography curriculum? Fill in **one** oval on each line. (NEW) [12]

	Not at all	Small extent	Moderate extent	Large extent	This topic is not offered in my school.	[Same at:]	
a. Space and place	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
b. Environment and society	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)
c. Spatial dynamics and connections	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	[8/12]	(NEW)

5. Is there a social studies specialist (e.g., for U.S. history, civics, or geography) available for twelfth-graders at your school? Fill in **one** oval on each line. (NEW) [12]

	Yes	No	[Same at:]	
a. Full-time specialist	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
b. Part-time specialist	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)

6. Does your school offer any of the following activities for twelfth-grade students who fall behind or need extra help in social studies (e.g., U.S. history, civics, or geography)? Fill in **one** oval on each line. (NEW) [12]

	Yes	No	[Same at:]	
a. Tutoring	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
b. Peer tutoring	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
c. Volunteer tutoring	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
d. Placement of instructional aides in classrooms to provide assistance	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
e. Use of instructional aides for pull-out instruction	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
f. Enrichment courses	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
g. Extra subject period	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
h. Extra work or homework	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
i. Before- or after-school programs	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
j. Saturday classes	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
k. Summer school program	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
l. Tutoring on English for English language learners	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)
m. Other	<input type="radio"/> A	<input type="radio"/> B	[4/8/12]	(NEW)

7. To what extent is your school’s social studies program for twelfth-graders (e.g., U.S. history, civics, or geography) structured according to the following resources? Fill in **one** oval on each line. (NEW) [12]

	Not at all	Small extent	Moderate extent	Large extent	[Same at:]	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
f. Recommendations from school social studies department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	[4/8/12]	(NEW)

8. Does your school offer any of the following courses for twelfth-grade students? (NEW) [12]

	Yes	No	[Same at:]	
a. Advanced Placement United States History	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
b. Advanced Placement European History	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
c. Advanced Placement World History	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
d. Advanced Placement United States Government and Politics	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
e. Advanced Placement Comparative Government and Politics	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
f. Advanced Placement Human Geography	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
g. Advanced Placement Macroeconomics	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
h. Advanced Placement Microeconomics	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
i. Online U.S. History courses for credit	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
j. Online Civics/Government courses for credit	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
k. Online Geography courses for credit	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
l. International Baccalaureate U.S. History courses	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)
m. International Baccalaureate Geography courses	<input type="radio"/> A	<input type="radio"/> B	[12]	(NEW)

Part VI: Supplemental Charter School Questions

This section should be completed by the principal or the head of the school. If your school is a charter school please continue. If your school is not a charter school, you have finished the survey. Thank you for your time.

1. Is your school a public **charter** school? (VC311248) [4/8/12]

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

Ⓐ Yes → *Go to Question 2*

Ⓑ No → *You have finished the survey. Thank you for your time.*

2. In which year did your school start providing instruction as a **charter** school? (VC104697) [4/8/12]

--	--	--	--

3. How many times has your charter been **renewed**? (Enter 0 if you have not had to renew your charter yet.) (VC311249) [4/8/12]

--	--

 Times | If "0 Times" *skip to Question 6.*

4. In which year was your charter most recently renewed? (VC104700) [4/8/12]

--	--	--	--

5. For how many years was your charter renewed? (VC104701) [4/8/12]
- Ⓐ 1 to 3 years
 - Ⓑ 4 to 5 years
 - Ⓒ 6 to 10 years
 - Ⓓ 11 or more years
6. Who **granted** your school's original charter? (VC104703) [4/8/12]
- Ⓐ School district
 - Ⓑ State Board of Education (includes State Board of Regents and District of Columbia Board of Education)
 - Ⓒ Postsecondary institution
 - Ⓓ State charter-granting agency
 - Ⓔ City or state public charter school board
 - Ⓕ Other
7. Is your charter school a **newly created school** or was it converted from a **pre-existing school**? (VC104705) [4/8/12]
- Ⓐ Newly created school → *Skip to Question 9*
 - Ⓑ Converted from a pre-existing school → *Go to Question 8*
8. Was the pre-existing school a public school or a private school? (VC104756) [4/8/12]
- Ⓐ Public school
 - Ⓑ Private school

9. Which one of the following best describes your charter school’s **primary** focus in terms of program content? (VC104758) [4/8/12]
- Ⓐ We have a comprehensive curriculum with no specialized area of focus.
 - Ⓑ We have a special curricular focus, for example, the arts, math/science, foreign language immersion.
 - Ⓒ Our curriculum is based on a particular educational theory, for example, Montessori, open school, Core Knowledge.
 - Ⓓ Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy.

10. Among twelfth-grade students who are **new** to your charter school this year, approximately what percentage performs **at or above average** on your state assessment? (VC104970) [4]

--	--	--

Percent

11. Does your school participate in the National School Lunch Program? (HE002094) [4/8/12]

- Ⓐ Yes → *Skip to Question 13*
- Ⓑ No → *Go to Question 12*

12. Why does your school **not** participate in the National School Lunch Program? (VC104793) [4/8/12]

- Ⓐ My school has eligible students but chooses not to participate in the program.
- Ⓑ My school does not have students who qualify for free or reduced-price lunches.
- Ⓒ My school does not have a cafeteria or does not serve lunch.
- Ⓓ Other

13. What is the legal status of your school? (VC104799) [4/8/12]

- Ⓐ Officially part of the school district or local education agency (LEA)
- Ⓑ Independent from the school district or local education agency (LEA)
- Ⓒ A separate local education agency (LEA) as stipulated by state law

14. Who has **primary control or authority** over the following aspects of your school?
Fill in **one** oval on each line. (VC104818) [4/8/12]

	Your school	Management company	District/ charter- granting agency	Governing board/ board of trustees	Other	[Same at:]	
a. Total budget	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104825)
b. Purchase of supplies and equipment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104832)
c. School calendar	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104838)
d. Student discipline policies (e.g., suspension/expul- sion)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104842)
e. Curriculum	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104844)
f. Personnel, including hiring of teaching staff	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	[4/8/12]	(VC104846)

15. In which of the following areas is your school monitored/audited by the state or your school's charter-granting agency? Fill in **one** oval on each line. (VC319857) [4/8/12]

	Yes, by state	Yes, by charter- granting agency	Not monitored	[Same at:]	
a. Curriculum topics taught	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319867)
b. Teaching methods used	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319869)
c. Student achievement	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319870)
d. Student behavior	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319871)
e. Student attendance	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319873)
f. School governance	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319874)
g. School finances	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319875)
h. Compliance with state or federal regulations	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319876)
i. Special education services	Ⓐ	Ⓑ	Ⓒ	[4/8/12]	(VC319878)

16. Are you **required** to report directly to any of the following groups on your school's progress? Fill in **one** oval on each line. (VC104905) [4/8/12]

	Yes	No	[Same at:]	
a. Chartering agency	Ⓐ	Ⓑ	[4/8/12]	(VC104943)
b. Parents	Ⓐ	Ⓑ	[4/8/12]	(VC104944)
c. Community/general public	Ⓐ	Ⓑ	[4/8/12]	(VC104945)
d. School governing board	Ⓐ	Ⓑ	[4/8/12]	(VC104946)
e. Private funders or donors	Ⓐ	Ⓑ	[4/8/12]	(VC104947)
f. State Board of Education	Ⓐ	Ⓑ	[4/8/12]	(VC104948)
g. State department of education (if this is not the chartering agency)	Ⓐ	Ⓑ	[4/8/12]	(VC104949)
h. Legislature	Ⓐ	Ⓑ	[4/8/12]	(VC104950)

17. Have you asked parents why they chose to send their children to your school this year? (VC345938) [4/8/12]

- Ⓐ No → *You have finished the survey. Thank you for your time.*
- Ⓑ Yes, we have asked some parents about this. → Go to Question 18.
- Ⓒ Yes, we have asked all or most of the parents. → Go to Question 18.

18. Of the parents you asked, about how many indicated that they chose to send their children to your school for the following reasons? Fill in **one** oval on each line. (VC316408) [4/8/12]

	None	Less than half	About half	About three-quarters	All or almost all	Did not ask	[Same at:]	
a. Their child was performing poorly in another school.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316413)
b. They wanted a more rigorous curriculum for their child.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316414)
c. They wanted the particular curricular focus this school has.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316416)
d. They wanted a safer environment for their child.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316418)
e. They were seeking greater parental involvement in their child's education.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316424)
f. They wanted smaller class sizes.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316428)
g. Other reason	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	[4/8/12]	(VC316431)

**THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS**

Wave 3 Submittal for 2009

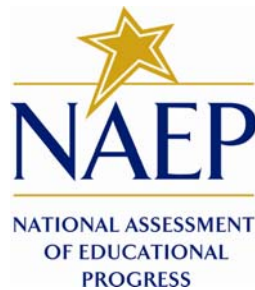
VOLUME II

Part 3d

BACKGROUND QUESTIONS

FOR 2009 ASSESSMENT

High School Transcript Study Questions -- Grade 12



Part 3d. contains:

High School Transcript Study Questions/Forms -- Grade 12

The amount of time estimated to complete this form is 3 hours.

July 18, 2008

SCHOOL QUESTIONNAIRES

OMB Information on School Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 3 hours for form completion, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

OMB OMB No. 1850-0790 Approval Expires 05/31/2010

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**FORMS FOR THE 2009 HIGH SCHOOL
TRANSCRIPT STUDY**

Introduction

The School Information Form (SIF) for the 2009 HSTS includes two parts. Part 1 is completed by telephone with the NAEP school coordinator or person designated by the NAEP school coordinator to be the school HSTS coordinator. Part 2 of the SIF is sent to the HSTS coordinator in advance of the assessment day visit to help him/her prepare for the data collection interview. The textbook forms are also sent in advance of the visit.

A. Part 1 of School Information Form (SIF)

Instructions to Supervisors on filling out the School Information Form (SIF)

1. The SIF is in two parts. Part 1 is to be filled out over the phone with the HSTS School Coordinator. You will begin by calling the NAEP School Coordinator, telling him/her about HSTS, and then identifying the best person to be the HSTS Coordinator at the school.
2. Part 1 of the SIF is scripted, but you may deviate from the script to address specific aspects of the study, answer questions in detail, etc.
3. As mentioned in #1, you will ask the NAEP School Coordinator the name of a person at the school who is very knowledgeable about the content of the course catalog, the transcript layout, and details about classes offered at the school. Often, this person is the registrar. After you get this person's name, you should call him/her to let him/her know that you will be at the school and would like to spend some time with him or her obtaining detailed information on the school's courses. Tell him/her that you will send a School Information Form (SIF) so that he/she will know what types of questions to expect when you visit and to encourage the person to begin filling out the SIF prior to your visit. They will be receiving only Part 2 of the SIF. On Part 2 of the SIF there are some "field use only" questions that will be answered during the visit.
4. In the advance letter, the school was asked to send its 2008-09 course catalog and the three prior years' catalogs to Westat. Westat will notify you prior to your call and prior to your visit which catalogs have been received.

For any catalogs not received **before your call**, you will ask the HSTS coordinator to send copies of those catalogs or course listings to Westat before your visit to the school.

For any catalogs not received by Westat **before your visit date**, you will need to pick them up on your visit.

5. You will visit the school on the agreed-upon date and you will meet with the HSTS School Coordinator to complete information on the SIF (such as whether the HSTS School Coordinator works in the summer, etc.), insert disclosure notices, and obtain a sample transcript.
6. If necessary, after meeting with the HSTS School Coordinator, you will meet with the registrar or other person knowledgeable about the school's courses. You will spend some time reviewing and/or completing Part 2 of the SIF.

Part 1 of the 2009 HSTS School Information Form (SIF)

Territory: _____ Region: _____ Area: _____
NAEP School ID: _____ NAEP Supervisor: _____ NAEP AC: _____

Mark (☒) materials received at Westat prior to supervisor's call:

2008-09 Catalog 2007-08 Catalog 2006-07 Catalog 2005-06 Catalog

School Name: _____ School Phone: _____
City, State: _____ Fax: _____
Principal: _____ Email: _____
School Coordinator (SC): _____ Web Site: _____
SC Phone Number: _____ Grade Range of School: _____
Is School Participating in NAEP? _____ Assessment Date: _____

Hello, this is [FIRST NAME, LAST NAME] from the National Assessment of Educational Progress or NAEP. I'm calling to tell you about another aspect of NAEP. It is the High School Transcript Study or HSTS. The HSTS is being conducted to provide educational policy makers with information regarding current course offerings and course-taking patterns in secondary schools. This study will also permit researchers to examine the relationship between course-taking patterns and educational achievements. We would like to designate a HSTS School Coordinator for this portion of NAEP; it is usually the school registrar, or someone who is knowledgeable about the courses offered at your school.

1. Would you be the contact person or the School Coordinator for HSTS?
 Yes [Go To #2] No

If "No" Who will be the HSTS contact at the school? What is this person's position at the school? And what is his/her telephone number and email address?

Name: _____ Position: _____
Telephone number: _____ email: _____

Thank you so much for your help. **[END CALL]**

PLACE CALL TO PERSON IDENTIFIED IN Q1 AND REFERENCE CALL WITH NAEP SCHOOL COORDINATOR

2. I'd like to explain a little bit about the HSTS to you. Do you have about 10 minutes to talk right now?
 Yes [Go to #3] No

If "No" When is the best day and time for me to reach you to discuss this study? Again, I just need about 10 minutes.

Date: _____ Time: _____

Thank you so much. I will talk to you soon. **[END CALL]**

5. What format type is the 2008-09 catalog in and any other documentation or materials that would be useful in interpreting the transcripts such as codes or abbreviations?

Please check () all of the format types that apply.

- Hardcopy [Go to #6]
 On a web site (Record web site address: _____)[Go to #6]
 Electronic version

- 5a. Would it be possible for you to email the electronic version to Westat? Westat's email address is [EMAIL ADDRESS]

Materials received at Westat are listed on page 1

6. **[IF NO PRIOR YEARS' CATALOGS HAVE BEEN RECEIVED BY WESTAT]:** Do you have copies of the catalogs for [**specify years needed**]: (2007-08, 2006-07 and 2005-06) and/or course listings?

- Yes No [Go to #7] I don't know [Go to #7]

- 6a. If I send you a pre-addressed envelope, would you be able to mail these catalogs to Westat?

- Yes No [Go to #7]

- 6b. Please give me your mailing address: _____

7. As I mentioned earlier, when I visit your school, I would also like to obtain a sample transcript of a regular diploma reflecting the 2009 graduating class. Before leaving the building, I will remove identifying information from the transcript. Will I be able to obtain such a transcript when I visit?

- Yes [Go to #8] No

[IF NO, PROBE FOR REASON WHY NOT. FOR EXAMPLE:

- **IF 2008-09 TRANSCRIPT NOT YET AVAILABLE, ASK FOR A COPY OF A 2007-08 REGULAR DIPLOMA TRANSCRIPT;**
- **IF WE NEED TO COMPLETE A FORM, ASK FOR THE FORM;**
- **IF WE NEED TO TALK TO SOMEONE ELSE, GET THAT PERSON'S NAME, TELEPHONE NUMBER, AND EMAIL.]**

[DESCRIBE PROBLEM WITH OBTAINING A SAMPLE TRANSCRIPT:]

8. In addition to collecting the course catalogs and/or course listings and a sample transcript, I will need to spend some time with someone at your school who is very knowledgeable about the details contained in the catalogs, the transcripts and related school information. If you are not that person, can you tell me the best person to talk to about this information? I would like to give him/her a call in advance of my visit and send him/her some information so he/she knows what to expect when I visit.

Name: _____ Telephone Number: _____

HSTS Coordinator is best person.

During my initial visit, I would also like to insert disclosure notices as markers in these 12th grade student files. After graduation, we will return to obtain transcripts of the 12th grade students who were selected for NAEP mathematics or science. No student time is involved, confidentiality is strictly maintained, and you will be reimbursed for all of the transcripts copied.

Comments: _____

9. Our normal procedures for the transcript study, as specified by FERPA, is to provide FERPA notices for each sampled student's file, but not to notify parents of their child's inclusion, because no student time is involved and all transcript information is collected anonymously. Is there any reason that we should use different procedures in your school?

Yes

No

[PARENT INFORMATION AND CONSENT LETTERS ARE AVAILABLE IF THE SCHOOL INSISTS ON HAVING PARENTS LETTERS]

Comments: _____

10. I plan to be at your school on [assessment date]. Will you [or person named in Q8] be available to meet with me on that day?

Yes [Go to #11]

No

If "No"; What date would work for you in March? _____

And what time should I arrive? _____

11. As part of the HSTS this year, we are collecting information about what textbooks are being used in high school mathematics and science courses. I will mail these forms to you in advance of my visit and will ask you or someone else, such as the chairpersons for the mathematics and science departments to fill them out and give them to me when I visit your school.

Thank you so much for speaking with me today. I will be sending you **[read list of applicable items to send]**:

- a summary of the High School Transcript Study,
- the Textbook forms
- an envelope for you to send Westat your catalogs or other course documentation
- a list of questions that I will need to review with you during our visit.

[If necessary.] I will also be calling [REGISTRAR'S NAME] to let him/her know what kinds of questions to expect from me when I visit your school. Good bye.

[END CALL]

B. Part 2 of School Information Form (SIF)

Part 2 of the 2009 HSTS School Information Form (SIF)

Territory: _____ Region: _____ Area: _____
NAEP School ID: _____ NAEP Supervisor: _____ NAEP AC: _____

Mark () materials received at Westat prior to supervisor's call:

2008-09 Catalog 2007-08 Catalog 2006-07 Catalog 2005-06 Catalog

Be sure to collect any outstanding course catalogs/listings during the visit

School Name: _____ School Phone: _____
City, State: _____ Fax: _____
Principal: _____ Email: _____
School Coordinator (SC): _____ Web Site: _____
SC Phone Number: _____ Grade Range of School: _____
Is School Participating in NAEP? _____ Assessment Date: _____

A. Detailed Information on Course Catalogs

1. Does this school include 9th -12th grades?

Yes

No

2. Do the course catalogs and/or course listings contain information about the 9th - 12th grades?

Yes [GO TO #3]

No

If no, How can I obtain copies of catalogs and/or course listings with information about the courses from grades not covered in the school catalog?

3. Are there courses that appear on the transcripts that are not in the catalogs and/or course listings from grades 9th - 12th?

Yes

No [Go to #4]

[If yes, obtain any additional documentation covering the omitted information]

4. Have there been substantial changes in your course offerings between 2005-2006 and the 2008-2009 school years?

Yes

No

5. Do the catalogs include the following course offerings?

5a. Vocational courses [For example: Auto Mechanics, Drafting, Metalwork, Woodworking, etc.]

Yes No

If yes, how are vocational courses indicated in the catalog(s) and on the transcript?

5b. Remedial courses [For example: Functional English, Basic Mathematics, General Science, middle-school level social studies courses, etc.]

Yes No

If yes, how are remedial courses indicated in the catalog(s) and on the transcript?

5c. Honors courses [For example: AP Calculus AB, IB Biology 2, Honors English, etc.]

Yes No

If yes, how are honors courses indicated in the catalog(s) and on the transcript?

5d. Dual credit or College credit only courses [For example: a Western Civilization class taught at the school by a local college professor, a Differential Equations class taken by students at a local college, etc.]

Yes No

If yes, how are they indicated in the catalog(s) and on the transcript?

5e. Special Education courses [For example: Resource and Self-contained]

Yes No

If yes, are different levels of special education courses indicated in the catalog(s) and how are they indicated on the transcript?

5f. Off-campus courses [For example: courses taught at a vocational or special education center, video conferencing, web-based courses, etc.]

Yes No

If yes, how are off-campus courses indicated in the catalog(s) and on the transcript?

5g. ESL or bilingual courses [For example: courses taught in a language other than English]

Yes

No

If yes, how are ESL or bilingual courses indicated in the catalog(s) and on the transcript? _____

5h. Courses offered through distance learning [For example: courses in which the teacher and student are in different locations, with the instructional content delivered via audio, video, Internet, or other computer technologies]

Yes

No

If yes, how are distance learning courses indicated in the catalog(s) and on the transcript? _____

B. Other School Information

In responding to the questions in this section, think about the graduating Class of 2009 only.

1. How many credits does a student earn for a year-long course; that is, a course taken for a single period over the 2008-09 school year, or its block equivalent?

2008-2009 # of credits: _____

- 1a. Has this changed during the last four school years? (circle one)

Yes

No [GO TO #2]

- 1b. **If yes**, how many credits are earned for a year-long course or its block equivalent for the following years?

2007-2008 # of credits: _____

2006-2007 # of credits: _____

2005-2006 # of credits: _____

2. Are credits for honors/AP classes defined the same as in Question #1?

Yes

No

If no, describe any differences: _____

3. Are credits for special education classes defined the same as in Question #1?

Yes

No

If no, describe any differences: _____

4. Are credits for ESL classes defined the same as in Question #1?

Yes

No

If no, describe any differences: _____

5. How many hours of instruction does a student receive for a year-long course or its block equivalent? (Please report using whole numbers)

hours of instruction: _____

6. Please fill in the grid with the number of class periods per day for grades 9th-12th

Number of class periods per day	Grade Level			
	9th Grade	10th Grade	11th Grade	12th Grade
Minimum				
Typical				
Maximum				

7. What type of diplomas does this school offer?

Mark () all that apply.

- Standard
- Honors
- Vocational
- Special Education
- Certificate of Attendance
- Certificate of Completion
- International Baccalaureate
- Regents (NY State only)
- Other (specify): _____

8. What are the **total** graduation requirements for a Standard diploma?

Total credits required for graduation with a Standard diploma: _____ (credits).

9. What are the graduation requirements for a Standard diploma in the following subject areas?

[Write NA on the credit line if the school does not offer the program.]

9a. English/Language Arts _____ (credits required for graduation)

9b. Mathematics _____ (credits required for graduation)

9c. Computer Science _____ (credits required for graduation)

9d. Social Studies/History _____ (credits required for graduation)

9e. Science _____ (credits required for graduation)

9f. Foreign Language _____ (credits required for graduation)

9g. Physical Education/Health _____ (credits required for graduation)

9h. Other (specify _____) _____ (credits required for graduation)

9i. Other (specify _____) _____ (credits required for graduation)

9j. Other (specify _____) _____ (credits required for graduation)

[NOTE: The sum of #9a through #9j should equal the total given in #8]

10. Does the school exceed state or district requirements for the Standard diploma?

Yes

No

If **yes**, please specify: _____

11. Do credits earned prior to 9th grade count toward graduation?

Yes

No

If **yes**, please specify: _____

12. Are there any courses or activities required for graduation that do not receive credits?

Yes

No

If **yes**, please specify: _____

13. Do these graduation requirements cover courses taken in grades 9 through 12?

Yes

No

If **yes**, please specify: _____

14. Are there grade point average (GPA) requirements for graduation?

Yes

No

If **yes**, please explain: _____

15. Are there state or district competency tests or performance assessments that are required for graduation with a Standard diploma?

Yes

No [Go to #14]

15a. If **yes**, in what content areas (e.g. Reading, Citizenship, Functional Math): _____

15b. If a student does not pass the test what is his/her graduation status?

16. Does this school offer any special programs?

Yes

No

14a. What types of special programs are offered?

Mark (☒) all that apply:

International Baccalaureate

Performing Arts

Science/Technology

Continuing Education

Other (specify) _____

17. Does your school use a computerized student information system?

Yes

No [GO TO #18]

If Yes:

Products used: _____

Product Name: _____

Publisher or Developer (if developed in your state, district or school, so indicate): _____

17a. Does your system

Mark () all that apply.

Produce electronic transcripts?

Track attendance?

Record standardized test scores (ACT/SAT/AP)?

Record graduation dates?

Record diploma types?

18. Who would be the best person to contact if the HSTS staff have questions about credits, graduation requirements, special programs, or technology resources?

School Coordinator

Principal

Registrar

Other

Name: _____ Title: _____

Phone number: _____ Email: _____

C. Reviewing the Transcript: Please complete this section

The HSTS staff member will go over this section with you when they come to pick up the transcripts.

1. What type of grading system is used (e.g. A, B, C or A+, A, A-, B+, etc.) at your school?

Mark (☒) one:

- A, B, C, etc.
 - A+, A, A-, B+, etc.
 - Pass/Fail
 - Satisfactory/Unsatisfactory
 - Other (please specify) _____
-

2. What is the lowest possible grade to pass?

3. What do the letter grades or other marks stand for numerically (example, A=90-100, B= 80-90, etc.)?

Letter Grade or Alternate Symbol	Range (or description, if range not possible)
A+	
A	
A-	
B+	
B	
B-	
C+	
C	
C-	
D+	
D	
D-	
F	
Pass	
Fail	
Satisfactory	
Unsatisfactory	

4. Is the grading system the same for all students (including special education, honors, etc.)?

Yes

No

If no, please explain: _____

5. Do the course ID numbers in the catalog match the course ID numbers on the transcript?

Yes

No [Go to # 5c]

5a. If yes, do the ID numbers on the transcripts contain numbers or letters that have a specific meaning such as honors, remedial, special education, etc.?

Yes

No [Go to #6]

5b. If yes, please you provide an explanation of these numbers or letters

5c. Is there any source where we can obtain an explanation for the differences in the catalog and course ID numbers?

Please specify the source: _____

6. Do the course titles in the catalog match the titles on the transcripts?

Yes [Go to #7]

No

6a. Is there any source we can obtain for an explanation of the differences?

Yes

No [Go to #6c]

6b. May we have a copy of that source?

Yes [Go to #7]

No

6c. Could you provide us with an explanation for the differences between the catalog titles and course transcript titles?

7. How are transfer courses identified on the transcripts?

Mark (☒) all that apply.

- By School name
 - By State name
 - By ID
 - By Special Code or Symbol
 - Other please specify:
-
-

8. Are there abbreviations or symbols on the transcripts that are not self-evident?

- Yes No

8a. **If yes**, please indicate and explain the symbols on transcript or provide us with documentation that explains the symbols.

Mark (☒) one

- Explained abbreviations/symbols or have appropriate documentation
- Explanation not known

THANK YOU FOR YOUR TIME

[Field use only]

9. Are you available at the school in June, July, or August?

- Yes (month available): _____ No

If No, who can we contact over the summer?

Name: _____ Title: _____
Phone number: _____ Email: _____

10. When will the final transcripts for the class of 2009 students be available?

Date: _____

11. When will be a convenient time to return to the school to pick up copies of the transcripts?

Date: _____ Hours: _____

C. Textbook Forms

School _____ State _____ ID# _____
Please return this form to: _____ by _____ or fax to: XXX-XXX-XXXX

Mathematics Textbook Form

Please list the textbooks used for all mathematics courses in your school and explain how the textbooks are used. If you have an existing list of textbooks, you may send it to us. Please add any information below that is not already included on your list. **Bold fields are critical items.**

Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

Mathematics Textbook Form (continued)

Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

School _____ State _____ ID# _____

Please return this form to: _____ by _____ or fax to: XXX-XXX-XXXX

Science Textbook Form

Please list the textbooks used for all science courses in your school and explain how the textbooks are used. If you have an existing list of textbooks, you may send it to us. Please add any information below that is not already included on your list. **Bold fields are critical items**

Title of Course: _____

Level: Remedial Regular Honors/AP/IB All

ISBN: _____

Textbook Full Title: _____

Author(s)/Editor(s) _____

Edition: _____ Publisher: _____ Copyright: _____

Chapters covered in course: All Chapters Covered: _____

Use of Textbook: Major Supplementary

Title of Course: _____

Level: Remedial Regular Honors/AP/IB All

ISBN: _____

Textbook Full Title: _____

Author(s)/Editor(s) _____

Edition: _____ Publisher: _____ Copyright: _____

Chapters covered in course: All Chapters Covered: _____

Use of Textbook: Major Supplementary

Title of Course: _____

Level: Remedial Regular Honors/AP/IB All

ISBN: _____

Textbook Full Title: _____

Author(s)/Editor(s) _____

Edition: _____ Publisher: _____ Copyright: _____

Chapters covered in course: All Chapters Covered: _____

Use of Textbook: Major Supplementary

Science Textbook Form (continued)

Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

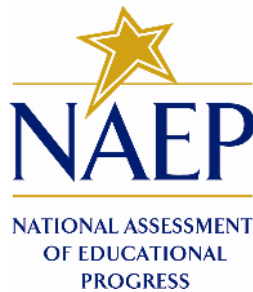
Title of Course: _____
Level: Remedial Regular Honors/AP/IB All
ISBN: _____
Textbook Full Title: _____
Author(s)/Editor(s) _____
Edition: _____ Publisher: _____ Copyright: _____
Chapters covered in course: All Chapters Covered: _____
Use of Textbook: Major Supplementary

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Part 3e
BACKGROUND QUESTIONS
*FOR 2009 ASSESSMENT***

Student with Disabilities (SD) Questionnaire



Parts 3e. contains:

Student with Disabilities (SD) Questionnaire

The amount of time estimated to complete each of these forms is 20 minutes.

July 18, 2008

SD QUESTIONNAIRES

OMB Information on SD and ELL Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.


A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

OMB OMB No. 1850-0790 Approval Expires 05/31/2010

Mark Reflex® forms by Pearson NCS EM-166###-001-1:654321

Printed in U.S.A.



Student with Disabilities (SD) Questionnaire

(For 2009)

Cover to come from Pearson





UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Richard L. Smith
Acting Assistant Deputy Secretary
Office of English Language Acquisition

William K. Knudsen
Acting Director
Office of Special Education Programs

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-6510

www.ed.gov

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as a student with disabilities (SD). NAEP's definition of SD includes only:

- students with an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or
- students with a Section 504 Plan.

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

NEW

1. Why is this student classified as SD? (Fill in **one** oval.)

- Ⓐ This student has a disability and has an IEP. → *Continue with Question 2.*
- Ⓑ This student has a Section 504 Plan. → *Continue with Question 2.*
- Ⓒ This student has a disability, but the student's IEP or Section 504 Plan is in process and/or the student's status is unclear. → *Continue with Question 2.*
- Ⓓ This student does not have an IEP or Section 504 plan, but requires an accommodation to be tested. → *Continue with Question 2.*
- Ⓔ This student has an IEP because he/she is classified as gifted and talented. → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*
- Ⓕ This student no longer has an IEP or Section 504 Plan. → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

DIRECTIONS. The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions that follow, you will provide the information needed to make this determination.

For NAEP, each student takes the assessment in only one subject. The subject this student has been selected to take is identified on the front cover in the box labeled “Directions for School Staff.” Refer to this subject when answering the questions below.

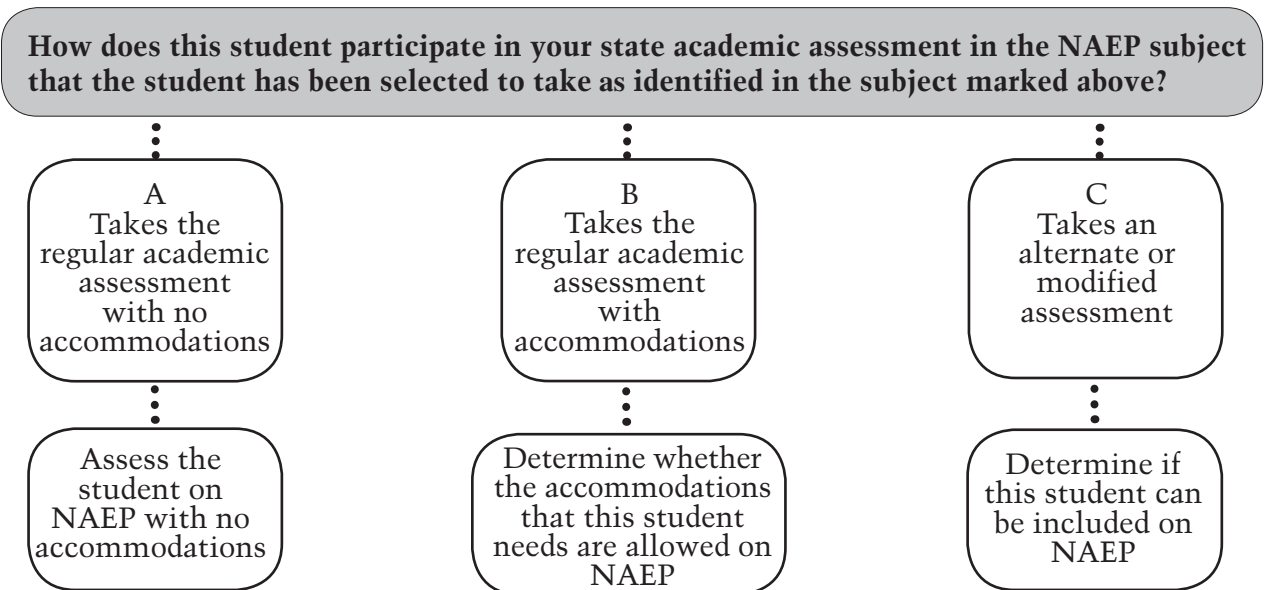
If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If the subject is not reading or mathematics, refer to the state assessment, if available; otherwise, refer to local testing or instructional practice when answering **Questions 3–6**.

NEW

2. This student has been selected to take the NAEP assessment in (*refer to front cover and fill in one subject oval below*).

- Ⓐ Mathematics Ⓑ Reading Ⓒ Science Ⓓ U.S history, or geography, or civics

SD DECISION TREE



NEW

3. How does this student participate in your state academic assessment **in the NAEP subject you marked in Question 2?** (Fill in **one** oval.)

- Ⓐ This student takes the regular academic assessment in this subject **with no accommodations**. → *Skip to Question 7.*
- Ⓑ This student takes the regular academic assessment in this subject **with accommodations**. → *Continue with Question 4.*
- Ⓒ This student takes an **alternate or modified** state academic assessment in this subject. → *Skip to Question 6.*

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. *The information in Column B will help you answer Questions 5 and 6. Column C is for your information.*

	COLUMN A	COLUMN B				COLUMN C
On state assessment in the NAEP subject marked in Question 2, this student:		Accommodations allowed on NAEP (only if received on state assessment)				If allowed on NAEP, who provides accommodation?
		Reading	Math	Science	U.S. history or geography or civics	
Presentation Format						
Has directions read aloud/repeated in English or receives assistance to understand directions	<input type="radio"/>	Standard NAEP practice				NAEP provides
Has directions only signed	<input type="radio"/>	Y	Y	Y	Y	School provides
Has test items signed	<input type="radio"/>	N	Y	Y	Y	School provides
Has occasional words or phrases read aloud	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Has all or most of the test materials read aloud	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Uses a Braille version of the test	<input type="radio"/>	Y	Y	Y ¹	Y ²	NAEP provides
Uses a large print version of the test	<input type="radio"/>	Y	Y	Y ¹	Y	NAEP provides
Uses magnifying equipment	<input type="radio"/>	Y	Y	Y ¹	Y	School provides
Response Format						
Responds in sign language	<input type="radio"/>	Y	Y	Y	Y	School provides
Uses a Braille typewriter to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
Points to answers or responds orally to a scribe	<input type="radio"/>	Y	Y	Y	Y	School provides
Tape records answers	<input type="radio"/>	N	N	N	N	NA
Uses a computer or typewriter to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
		Spell/grammar check not allowed				
Uses a template to respond	<input type="radio"/>	Y	Y	Y	Y	School provides
Uses a large marking pen or special writing tool	<input type="radio"/>	Y	Y	Y	Y	School provides
Writes directly in the test booklet	<input type="radio"/>	Standard NAEP practice				NA
Setting Format						
Takes the test in a small group ³	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Takes the test one-on-one ³	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Takes the test in a study carrel	<input type="radio"/>	Y	Y	Y	Y	School provides
Receives preferential seating, special lighting, or furniture	<input type="radio"/>	Y	Y	Y	Y	School provides
Must have test administered by familiar person	<input type="radio"/>	Y	Y	Y	Y	School provides
Timing Accommodations (Note: NAEP takes only 90 minutes.)						
Receives extended time ⁴	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Must be allowed to take subject test over several days	<input type="radio"/>	N	N	N	N	NA
Other Accommodations						
Uses a calculator, including talking or Braille calculator for computation tasks	<input type="radio"/>	NA	N ⁵	NA	NA	NA
Uses an abacus, arithmetic tables, graph paper	<input type="radio"/>	NA	N	NA	NA	NA
Uses dictionary, thesaurus, or spelling/grammar-checking software or devices	<input type="radio"/>	N	N	N	N	NA
Receives the following accommodation(s) not listed above.	<input type="radio"/>	Check with your NAEP representative				

NA = not applicable

¹ Braille, large-print, and magnifying devices are not provided or allowed for Science Hands-on Tasks and Interactive Computer Tasks

² Students selected for U.S. history, civics, or geography will be assigned a Braille civics booklet.

³ NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

⁴ If state test is untimed, student may require extended time on NAEP, which is a timed but not a speeded test.

⁵ Calculators are allowed on some sections of the NAEP mathematics assessment - check with your NAEP representative.

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment **in the NAEP subject you marked in Question 2** allowed on NAEP? (Fill in **one** oval.)
- Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to Question 7.*
 - Ⓑ No. But this student can be assessed with only the accommodations allowed on NAEP. → *Skip to Question 7.*
 - Ⓒ No. This student should not be assessed on NAEP. → *Skip to Question 7.*

6. For students who take an **alternate or modified state assessment in the NAEP subject you marked in Question 2**, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)
- Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

 - Ⓑ No. This student should not be assessed on NAEP.

7. Which of the following IDEA categories describe this student's identified disability(ies)? (Fill in **all** ovals that apply.)
- Ⓐ Specific learning disability
 - Ⓑ Hearing impairment/deafness
 - Ⓒ Visual impairment/blindness
 - Ⓓ Speech or language impairment
 - Ⓔ Mental retardation
 - Ⓕ Emotional disturbance
 - Ⓖ Orthopedic impairment
 - Ⓗ Traumatic brain injury
 - Ⓖ Autism
 - Ⓙ Developmental delay (age 9 or younger)
 - Ⓚ Other health impairment
 - Ⓛ Other (specify) _____

8. What is the degree of this student's disability(ies)?

- Ⓐ Profound/Severe
- Ⓑ Moderate
- Ⓒ Mild

9. At what grade level does this student perform **in the NAEP subject you marked in Question 2?**

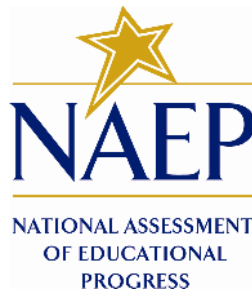
- Ⓐ This student performs at or above grade level.
- Ⓑ This student performs one year below grade level.
- Ⓒ This student performs two or more years below grade level.
- Ⓓ This student is currently not receiving instruction in this subject.
- Ⓔ I don't know.

***THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS***

**Wave 3 Submittal for 2009
VOLUME II**

**Parts 3f
BACKGROUND QUESTIONS
*FOR 2009 ASSESSMENT***

English Language Learner (ELL) Questionnaires



Part 3f. contains:

English Language Learner (ELL) Questionnaire

The amount of time estimated to complete each of these forms is 20 minutes.

July 18, 2008

ELL QUESTIONNAIRES

OMB Information on SD and ELL Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-0790. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.


A project of the Institute of Education Sciences.

This report is authorized by law (P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

OMB OMB No. 1850-0790 Approval Expires 05/31/2010

Mark Reflex® forms by Pearson NCS EM-166###-001-1:654321

Printed in U.S.A.



English Language Learner (ELL) Questionnaire

(For 2009)

Cover to come from Pearson





UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

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NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Richard L. Smith
Acting Assistant Deputy Secretary
Office of English Language Acquisition

William K. Knudsen
Acting Director
Office of Special Education Programs

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-6510

www.ed.gov

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

Please answer the following questions about this student and return the completed questionnaire to the NAEP school coordinator. Refer to *A Guide for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires* for additional information about how to complete this questionnaire.

NEW

1. What is this student's ELL classification? (Fill in **one** oval.)

- Ⓐ The student is currently classified as ELL and is receiving services. → *Continue with Question 2.*
- Ⓑ This student is currently classified as formerly ELL and is included in ELL reporting for adequate yearly progress (AYP) for No Child Left Behind (NCLB). → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*
- Ⓒ This student is no longer classified as ELL and is not included in ELL reporting for adequate yearly progress (AYP) for No Child Left Behind (NCLB). → *Do not complete the remainder of this questionnaire. Return it to the NAEP school coordinator.*

VB338430

1a. What is this ELL student's first or native language? (Fill in **one** oval.)

- Ⓐ Spanish
- Ⓑ Other language (specify) _____

DIRECTIONS. The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions that follow, you will provide the information needed to make this determination.

For NAEP, each student takes the assessment in only one subject. The subject this student has been selected to take is identified on the front cover in the box labeled “Directions for School Staff.” Refer to this subject when answering the questions below.

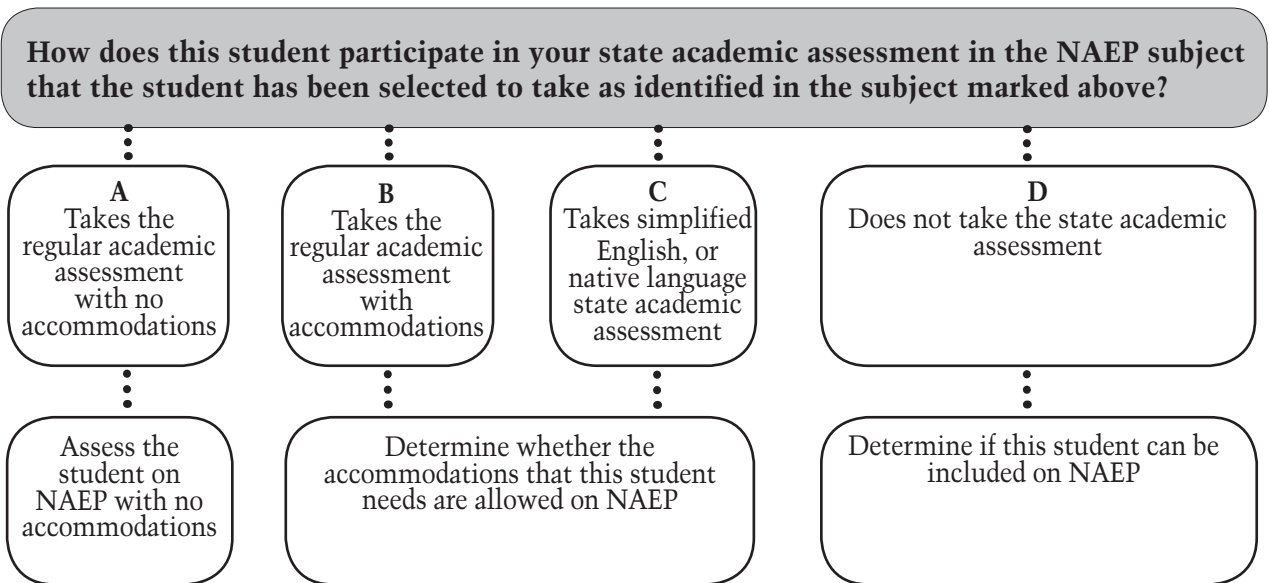
If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If the subject is not reading or mathematics, refer to the state assessment, if available; otherwise, refer to local testing or instructional practice when answering **Questions 3–6**.

NEW

2. This student has been selected to take the NAEP assessment in (*refer to front cover and fill in one subject oval below*).

- Ⓐ Mathematics Ⓑ Reading Ⓒ Science Ⓓ U.S history, or geography, or civics

ELL DECISION TREE



NEW

3. How does this student participate in your state academic assessment **in the NAEP subject you marked in Question 2?** (Fill in **one** oval.)

- Ⓐ This student takes the regular academic assessment in this subject **with no accommodations**. → *Skip to Question 7.*
- Ⓑ This student takes the regular academic assessment in this subject **with accommodations**. → *Continue with Question 4.*
- Ⓒ This student takes a **simplified English or native language** state academic assessment in this subject. → *Continue with Question 4.*
- Ⓓ This student **does not take** the state academic assessment in this subject. → *Skip to Question 6.*

4. Fill in the oval in Column A for each accommodation that this student receives on your state assessment in the NAEP subject you marked in Question 2. The information in Column B will help you answer Questions 5 and 6. Column C is for your information.

COLUMN A		COLUMN B				COLUMN C
On state assessment in the NAEP subject marked in Question 2, this student:		Accommodations allowed on NAEP (only if received on state assessment)				If allowed on NAEP, who provides accommodation?
		Reading	Math	Science	U.S. history or geography or civics	
Direct Linguistic Support						
Has directions read aloud/repeated in English or receives assistance in English to understand directions	<input type="radio"/>	Standard NAEP practice				NAEP provides
Has directions only read aloud in native language	<input type="radio"/>	Y	Y	Y ¹	Y	Spanish/English Only NAEP provides translated materials
Has test materials read aloud in native language	<input type="radio"/>	N	Y ^{2,3}	Y ^{2,3,4}	N	Spanish/English Only NAEP provides translated materials
Uses a bilingual version of the test	<input type="radio"/>	N	Y ³	Y ^{3,4}	N	Spanish/English Only NAEP provides translated materials
Uses a bilingual word-for-word dictionary without definitions	<input type="radio"/>	N	Y	Y	Y	School provides
Has occasional words or phrases read aloud in English	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Has all or most of the test materials read aloud in English	<input type="radio"/>	N	Y	Y	Y	NAEP provides
Has oral or written responses in native language translated into written English	<input type="radio"/>	N	N	N	N	NA
Indirect Linguistic Support (Note: NAEP takes only 90 minutes.)						
Takes the test in a small group ⁵	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Takes the test one-on-one ⁵	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Receives preferential seating	<input type="radio"/>	Y	Y	Y	Y	School provides
Must have test administered by familiar person	<input type="radio"/>	Y	Y	Y	Y	School provides
Receives extended time ⁶	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Is given breaks during the test	<input type="radio"/>	Y	Y	Y	Y	NAEP provides
Must be allowed to take subject test over several days	<input type="radio"/>	N	N	N	N	NA
Receives the following accommodation(s) not listed above. _____	<input type="radio"/>	Check with your NAEP representative				

NA = Not applicable

¹ Bilingual Direction Read Aloud is not available for Science Interactive Computer Tasks or Hands-On Tasks.

² The bilingual booklet is used.

³ Spanish/English bilingual booklets are not provided at grade 12.

⁴ Bilingual booklets are not provided for Science Interactive Computer Tasks or Hands-On Tasks.

⁵ NAEP provides staff to conduct small group or one-on-one sessions after regular sessions.

⁶ If state test is untimed, students may require extended time on NAEP, which is timed but not a speeded test.

5. Looking at Columns A and B on page 6, are all of the accommodations this student receives on the state assessment **in the NAEP subject you marked in Question 2** allowed on NAEP? (Fill in **one** oval.)

- Ⓐ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → *Skip to Question 7.*
- Ⓑ No. But the student can be assessed with only the accommodations allowed on NAEP. → *Skip to Question 7.*
- Ⓒ No, and this student should not be assessed on NAEP. → *Skip to Question 8.*

6. For students who **do not take** the state assessment **in the NAEP subject you marked in Question 2**, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 6? (Fill in **one** oval.)

- Ⓐ Yes. List the accommodations allowed on NAEP and include the student in NAEP.

- Ⓑ No. This student should not be assessed on NAEP.

7. Including the current school year, how long has this student been receiving academic instruction primarily **in English?** (Fill in **one** oval.)

- Ⓐ This student does not receive academic instruction primarily in English.
- Ⓑ Less than 1 year
- Ⓒ 1 to 2 years
- Ⓓ 2 to 3 years
- Ⓔ 3 years or more
- Ⓕ I don't know.

8. At what grade level does this student perform **in the NAEP subject you marked in Question 2?**

- Ⓐ This student performs at or above grade level.
- Ⓑ This student performs one year below grade level.
- Ⓒ This student performs two or more years below grade level.
- Ⓓ This student is currently not receiving instruction in this subject.
- Ⓔ I don't know.

VC188373

9. How would you characterize this student's English proficiency? (Fill in **one** oval in each row.)

	ELL advanced	ELL intermediate	ELL beginning	No proficiency	I don't know.	
a. Listening comprehension in English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188374
b. Speaking English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188375
c. Reading English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188385
d. Writing English	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	<input type="radio"/> Ⓔ	VC188388