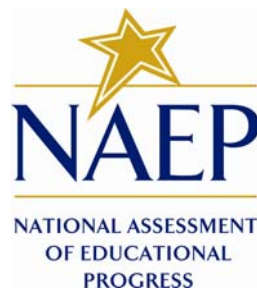


NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2013 **VOLUME II** ***BACKGROUND QUESTIONS***

Part 2n **School Grade 8 (Operational)**



Part 2n contains:

School Grade 8 (Operational)
School Characteristics and Policies
School Reading Questions
School Mathematics Questions
School Charter Questions

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

School Questionnaire – Grade 8

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

Part I: School Characteristics and Policies

VB337248

1. What grades are taught in your school? Fill in **all** ovals that apply.

- Ⓐ 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. Can your school be described by any of the following? Fill in ovals for **all** that apply.

- Ⓐ Elementary school
- Ⓑ Middle or junior high school
- Ⓒ Secondary school
- Ⓓ Regular school with a magnet program
- Ⓔ A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Ⓕ Special education school: primarily serves students with disabilities
- Ⓖ Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Ⓖ Private independent school
- Ⓗ Private religiously affiliated school
- Ⓙ Independent charter school
- Ⓚ Charter school administered by local school district
- Ⓛ Other (specify): _____

3. What is the current enrollment in your school?

,

VE462941

4. Approximately what percentage of eighth-graders in your school is new this year?

%

VB337256

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

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

VE588132

6. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- A 0%
- B 1–3%
- C 4–6%
- D 7–10%
- E 11–20%
- F Over 20%



7. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

8. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

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

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

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

HE002230

10. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

HE002094

11. Does your school participate in the National School Lunch Program?

- Ⓐ Yes → *Go to Question 12.*
- Ⓑ No → *Skip to Question 15.*

VB556173

12. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 14.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 13.*



13. 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?

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2012
- Ⓒ 2011
- Ⓓ 2010
- Ⓔ 2009
- Ⓕ 2008
- Ⓖ 2007 or earlier

14. 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?

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

VB608488

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- 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.

VB485284

16. 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.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<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	VB610145
b. Gifted and talented program	<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	VB485286
c. Instruction provided in student's home language (non-English)	<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	VB485287
d. English-as-a-second-language (not in a bilingual education program)	<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	VB485288
e. Special education	<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	VB485289



17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- Ⓐ 0
- Ⓑ 1–5
- Ⓒ 6–10
- Ⓓ 11–15
- Ⓔ 16–25
- Ⓕ More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Fill in **one** oval on each line.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE588679
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE588681

For all teacher counts entered in item 19:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

19. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

Full-time teachers

b. Part-time

Part-time teachers

20. Does your school offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

21. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Fill in **one** oval on each line.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Nontenured teachers who had taught for at least one year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE588765
b. Tenured teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE588766

22. In the last school year, how many full-time teachers were new to your school?

If you answered 1 or any number greater than 1, go to *Question 23*.

If you answered 0, skip to *Part II*.

23. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

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

Part II: Reading

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Use of language arts across the curriculum	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380371
b. Interpreting and analyzing literature	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380372
c. Understanding the process of reading or writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380373
d. Instructional strategies for teaching language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380374

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

VE013859

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

VE013861

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide technical assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	(A)	(B)	(C)	(D)	VE013862
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	(A)	(B)	(C)	(D)	VE013863
c. Provide English/language arts instruction to students on various topics	(A)	(B)	(C)	(D)	VE013865
d. Provide English/language arts instruction to students at various grade levels	(A)	(B)	(C)	(D)	VE013866



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

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191181
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191182
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191185
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191187
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191188
f. Recommendations from school reading/language arts department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191191
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191194
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191195

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

VC311761

	Not at all	Small extent	Moderate extent	Large extent	
a. Federally mandated assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311764
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311766
c. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311768
d. School assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311770

6. Does your school have the following personnel to assist with English/language arts class instruction for eighth-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.

	SD		ELL		
	Yes	No	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013875
b. Reading specialists or coaches	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013876
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013877
d. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013878
e. Paraprofessionals or teacher aides who are trained in SD or ELL	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013882
f. Paraprofessionals or teacher aides who are not trained in SD or ELL	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013883
g. Other staff not trained in SD or ELL	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013880
h. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013881



Part III: Mathematics

VB525194

1. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of remediation or to catch up to grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.
- Ⓐ None
 - Ⓑ 1 to 5 percent
 - Ⓒ 6 to 10 percent
 - Ⓓ 11 to 20 percent
 - Ⓔ More than 20 percent

VB525195

2. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of advancement or to get ahead of grade level?
- Ⓐ None
 - Ⓑ 1 to 5 percent
 - Ⓒ 6 to 10 percent
 - Ⓓ 11 to 20 percent
 - Ⓔ More than 20 percent



3. What percentage of eighth-grade students in your school is enrolled in the following mathematics classes? Fill in **one** oval on each line.

	None	1-10%	11-25%	26-50%	51-75%	76-90%	91-100%	
a. Eighth-grade mathematics (not algebra or pre-algebra)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VB525186
b. Introduction to algebra or pre-algebra	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VB525187
c. Two-year pre-algebra	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VE013703
d. Algebra I (one-year course)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VB525188
e. Algebra I (first year of two-year course)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VB525189
f. Algebra I (second year of two-year course)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VB517155
g. Geometry	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VB525190
h. Algebra II	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VB525191
i. Integrated or sequential mathematics	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VB525192

VC084852

4. Do students who complete a one-year course in Algebra I by the end of eighth-grade receive high school credit?

- Ⓐ Yes
- Ⓑ No

VE013886

5. Is there a mathematics specialist or coach available (full- or part-time) to eighth-graders at your school?

- Ⓐ Yes, available full-time to my school → *Go to Question 6.*
- Ⓑ Yes, available part-time to my school → *Go to Question 6.*
- Ⓒ No → *Skip to Question 7.*



6. To what extent are any of the following a responsibility of the mathematics specialist or coach available to eighth-graders at your school? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide technical assistance/ support to individual teachers about mathematics content or the teaching of mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013890
b. Conduct professional development for groups of teachers about mathematics content or the teaching of mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013891
c. Provide mathematics instruction to students on various topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013894
d. Provide mathematics instruction to students at various grade levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013895
e. Provide mathematics remediation/ intervention to some student groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013896
f. Provide mathematics enrichment to some student groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013897

7. Are eighth-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)?

- Ⓐ Yes
- Ⓑ No

VB525197

8. Please estimate the percentage of students that is transferred to a higher ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.

VE013902

9. Please estimate the percentage of students that is transferred to a lower ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.



10. To what extent is your school's mathematics program structured according to the following resources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311204
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311209
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311210
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311211
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311212
f. Recommendations from school mathematics department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311213
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311214
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311215

11. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Federally mandated assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311853
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311854
c. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311855
d. School assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311857

12. Approximately what percentage of your school's classrooms has the following technological resources for eighth-grade mathematics instruction? Fill in **one** oval on each line.

	0%	1–25%	26–50%	51–75%	76–99%	100%	
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	VE013908
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	VE013909
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	VE013910
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	VE013914
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	VE013916
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	VE013917
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	VE013919
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	VE013922
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	VE013923
j. Handheld devices (e.g., personal digital assistants)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE509176

Part IV: 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.

VC311248

1. Is your school a public **charter** school?

(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.***

VC104697

2. In which year did your school start providing instruction as a charter school?

VE588849

3. Who granted your school's current charter?

Ⓐ School district

Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)

Ⓒ Postsecondary institution

Ⓓ State charter-granting agency

Ⓔ City or state public charter school board

Ⓕ Other (specify): _____

VC104799

4. What is the legal status of your school?

- Ⓐ 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

VE600331

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

VC104758

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ 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.



7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it. → *Go to Question 8.*
- Ⓑ Yes, but signing it is voluntary. → *Go to Question 8.*
- Ⓒ No → ***You have finished the survey. Thank you for your time.***

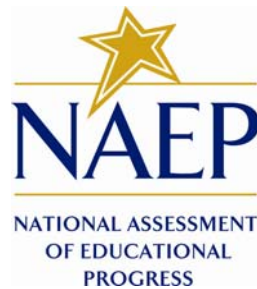
8. Are the following elements addressed in your charter-parent contract? Fill in **one** oval in each row.

	Yes	No	
a. Dress code	Ⓐ	Ⓑ	VE588983
b. Home learning environment	Ⓐ	Ⓑ	VE588989
c. Homework	Ⓐ	Ⓑ	VE588981
d. Parent–teacher communication	Ⓐ	Ⓑ	VE588987
e. Parent volunteering	Ⓐ	Ⓑ	VE588991
f. School discipline policy	Ⓐ	Ⓑ	VE588985
g. Student attendance	Ⓐ	Ⓑ	VE588980
h. Student promotion policy	Ⓐ	Ⓑ	VE588988
i. Other (specify): _____	Ⓐ	Ⓑ	VE592478

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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

Part I: School Characteristics and Policies

VB337248

1. What grades are taught in your school? Fill in **all** ovals that apply.

A Pre-kindergarten

B Kindergarten

C 1st grade

D 2nd grade

E 3rd grade

F 4th grade

G 5th grade

H 6th grade

I 7th grade

J 8th grade

K 9th grade

L 10th grade

M 11th grade

N 12th grade



2. Can your school be described by any of the following? Fill in ovals for **all** that apply.

- Ⓐ Elementary school
- Ⓑ Middle or junior high school
- Ⓒ Secondary school
- Ⓓ Regular school with a magnet program
- Ⓔ A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Ⓕ Special education school: primarily serves students with disabilities
- Ⓖ Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Ⓖ Private independent school
- Ⓙ Private religiously affiliated school
- Ⓚ Independent charter school
- Ⓛ Charter school administered by local school district
- Ⓜ Other (specify): _____

3. What is the current enrollment in your school?

,

VE462941

4. Approximately what percentage of eighth-graders in your school is new this year?

%

VB337256

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

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

VE588132

6. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- A 0%
- B 1–3%
- C 4–6%
- D 7–10%
- E 11–20%
- F Over 20%



7. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

8. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

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

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

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

HE002230

10. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

HE002094

11. Does your school participate in the National School Lunch Program?

- Ⓐ Yes → *Go to Question 12.*
- Ⓑ No → *Skip to Question 15.*

VB556173

12. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 14.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 13.*



13. 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?

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2012
- Ⓒ 2011
- Ⓓ 2010
- Ⓔ 2009
- Ⓕ 2008
- Ⓖ 2007 or earlier

14. 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?

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

VB608488

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- 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.

VB485284

16. 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.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<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	VB610145
b. Gifted and talented program	<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	VB485286
c. Instruction provided in student's home language (non-English)	<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	VB485287
d. English-as-a-second-language (not in a bilingual education program)	<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	VB485288
e. Special education	<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	VB485289



17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- Ⓐ 0
- Ⓑ 1–5
- Ⓒ 6–10
- Ⓓ 11–15
- Ⓔ 16–25
- Ⓕ More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Fill in **one** oval on each line.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE588679
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE588681

For all teacher counts entered in item 19:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

19. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

Full-time teachers

b. Part-time

Part-time teachers

20. Does your school offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

21. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Fill in **one** oval on each line.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Nontenured teachers who had taught for at least one year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE588765
b. Tenured teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE588766

22. In the last school year, how many full-time teachers were new to your school?

If you answered 1 or any number greater than 1, go to *Question 23*.

If you answered 0, skip to *Part II*.

23. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

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

Part II: Reading

VB380370

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.

	Not at all	Small extent	Moderate extent	Large extent	
a. Use of language arts across the curriculum	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380371
b. Interpreting and analyzing literature	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380372
c. Interpreting and analyzing informational texts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE634273
d. Understanding the process of reading or writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380373
e. Use of rubrics to evaluate student work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE634274
f. Instructional strategies for teaching language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380374
g. Effective use of technology in English/language arts instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE589137

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

2. Is there a reading specialist available (full- or part-time) to eighth-grade students at your school?

VE659212

- Ⓐ Yes, available full-time to eighth-grade students → *Go to Question 3.*
- Ⓑ Yes, available part-time to eighth-grade students → *Go to Question 3.*
- Ⓒ No → *Skip to Question 4.*

3. To what extent are each of the following a responsibility of the reading specialist(s) available to eighth-grade students at your school? Fill in **one** oval on each line.

VE659230

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide reading instruction to students on various topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF009700
b. Provide reading instruction to students at various ability levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF009703



4. Is there a literacy coach available (full- or part-time) to eighth-grade teachers at your school?

VE659041

- Ⓐ Yes, available full-time to eighth-grade teachers → *Go to Question 5.*
- Ⓑ Yes, available part-time to eighth-grade teachers → *Go to Question 5.*
- Ⓒ No → *Skip to Question 6.*

5. To what extent are each of the following a responsibility of the literacy coach(es) available to eighth-grade teachers at your school? Fill in **one** oval on each line.

VE659066

	Not at all	Small extent	Moderate extent	Large extent
a. Provide assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ

VE659079

VE659082

6. To what extent is your school’s English/language arts program structured according to the following resources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191181
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191182
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191185
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191187
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191188
f. Recommendations from school reading/language arts department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191191
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191194
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC191195
i. Internet resources	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE602360



7. To what extent does your school's eighth-grade English/language arts curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Federally mandated assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311764
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311766
c. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311768
d. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311770

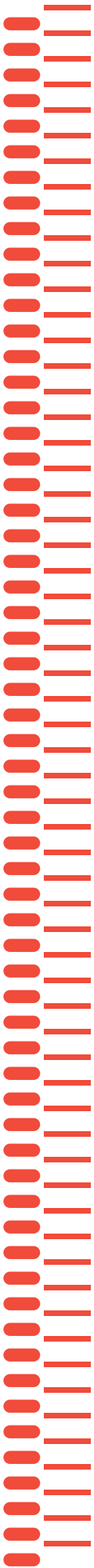
8. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade students with disabilities (SD)? Fill in **one** oval on each line.

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/> A	<input type="radio"/> B	VE659260
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VE659261
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VE659262
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VE659266
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VE659263
f. Other staff not trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VE659264
g. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VE659265

VE659284

9. In addition to English/language arts teachers, does your school have the following personnel to assist with English/language arts class instruction for eighth-grade English language learners (ELL)? Fill in **one** oval on each line.

- | | Yes | No | |
|---------------------------------------------------------------------------------------------|-------------------------|-------------------------|----------|
| a. Certified ELL/bilingual education teachers | <input type="radio"/> A | <input type="radio"/> B | VE659292 |
| b. Reading specialists or literacy coaches | <input type="radio"/> A | <input type="radio"/> B | VE659286 |
| c. Speech pathologists | <input type="radio"/> A | <input type="radio"/> B | VE659287 |
| d. Paraprofessionals or teacher aides who are trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE659291 |
| e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE659288 |
| f. Other staff not trained to work with students who are ELL | <input type="radio"/> A | <input type="radio"/> B | VE659289 |
| g. Parent volunteers | <input type="radio"/> A | <input type="radio"/> B | VE659290 |





Part III: Mathematics

VB525194

1. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of remediation or to catch up to grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

- Ⓐ None
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 20 percent
- Ⓔ More than 20 percent

VB525195

2. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of advancement or to get ahead of grade level?

- Ⓐ None
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 20 percent
- Ⓔ More than 20 percent

VB525185

3. What percentage of eighth-grade students in your school is enrolled in the following mathematics classes? Fill in **one** oval on each line.

	None	1-10%	11-25%	26-50%	51-75%	76-90%	91-100%	
a. Eighth-grade mathematics (not algebra or pre-algebra)	<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	VB525186
b. Introduction to algebra or pre-algebra	<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	VB525187
c. Two-year pre-algebra	<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	VE013703
d. Algebra I (one-year course)	<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	VB525188
e. Algebra I (first year of two-year course)	<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	VB525189
f. Algebra I (second year of two-year course)	<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	VB517155
g. Geometry	<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	VB525190
h. Algebra II	<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	VB525191
i. Integrated or sequential mathematics	<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	VB525192

VF017604

4. Do students who pass a one-year course in Algebra I by the end of eighth-grade receive high school credit?

A Yes

B No



Questions 5–8 ask about mathematics resource teachers and mathematics coaches.

Mathematics resource teachers provide additional instructional support to students and have special expertise in assessing and diagnosing students' mathematics strengths and needs to assist with learning and understanding.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students' ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 5–8 based on the roles as defined in this paragraph.

VE659418

5. In addition to their regular classroom teacher, is there a mathematics resource teacher available (full- or part-time) to eighth-grade students at your school?

- Ⓐ Yes, available full-time to eighth-grade students → *Go to Question 6.*
- Ⓑ Yes, available part-time to eighth-grade students → *Go to Question 6.*
- Ⓒ No → *Skip to Question 7.*

VE659430

6. To what extent are each of the following a responsibility of the mathematics resource teacher(s) available to eighth-grade students at your school? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide mathematics remediation/ intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659436
b. Provide mathematics remediation/ intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659434
c. Provide mathematics enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659435
d. Provide mathematics enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659433

VE659454

7. Is there a mathematics coach available (full- or part-time) to eighth-grade teachers at your school?

- Ⓐ Yes, available full-time to eighth-grade teachers → *Go to Question 8.*
- Ⓑ Yes, available part-time to eighth-grade teachers → *Go to Question 8.*
- Ⓒ No → *Skip to Question 9.*

VE659468

8. To what extent are each of the following a responsibility of the mathematics coach(es) available to eighth-grade teachers at your school? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659469
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659470
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659471

VE013898

9. Are eighth-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)?

- Ⓐ Yes
- Ⓑ No



10. Please estimate the percentage of students that is transferred to a higher ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.

11. Please estimate the percentage of students that is transferred to a lower ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.

VC311202

12. To what extent is your school's mathematics program structured according to the following resources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311204
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311209
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311210
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311211
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311212
f. Recommendations from school mathematics department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311213
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311214
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311215
i. Internet resources	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE610100

VC311851

13. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Federally mandated assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311853
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311854
c. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311855
d. School assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311857



14. Approximately what percentage of your school's classrooms has the following technological resources for eighth-grade mathematics instruction? Fill in **one** oval on each line.

	0%	1-25%	26-50%	51-75%	76-99%	100%	
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	VE013908
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	VE013909
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	VE013910
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	VE013914
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	VE013916
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	VE013917
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	VE013919
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	VE013922
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	VE013923
j. Handheld devices (e.g., personal digital assistants)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE509176

Part IV: 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.

VC311248

1. Is your school a public **charter** school?

(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.***

VC104697

2. In which year did your school start providing instruction as a charter school?

VE588849

3. Who granted your school's current charter?

Ⓐ School district

Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)

Ⓒ Postsecondary institution

Ⓓ State charter-granting agency

Ⓔ City or state public charter school board

Ⓕ Other (specify): _____

VC104799

4. What is the legal status of your school?

- Ⓐ 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

VE600331

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

VC104758

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ 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.



7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it. → *Go to Question 8.*
- Ⓑ Yes, but signing it is voluntary. → *Go to Question 8.*
- Ⓒ No → ***You have finished the survey. Thank you for your time.***

8. Are the following elements addressed in your charter-parent contract? Fill in **one** oval in each row.

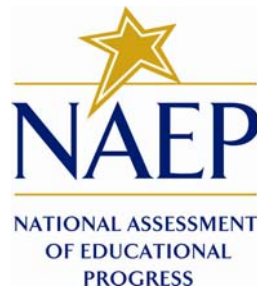
	Yes	No	
a. Dress code	Ⓐ	Ⓑ	VE588983
b. Home learning environment	Ⓐ	Ⓑ	VE588989
c. Homework	Ⓐ	Ⓑ	VE588981
d. Parent–teacher communication	Ⓐ	Ⓑ	VE588987
e. Parent volunteering	Ⓐ	Ⓑ	VE588991
f. School discipline policy	Ⓐ	Ⓑ	VE588985
g. Student attendance	Ⓐ	Ⓑ	VE588980
h. Student promotion policy	Ⓐ	Ⓑ	VE588988
i. Other (specify): _____	Ⓐ	Ⓑ	VE592478

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2013 **VOLUME II** **BACKGROUND QUESTIONS**

Part 2p

School Grade 8 (Technology and Engineering Literacy (TEL) Pilot)



Part 2p contains:

School Grade 8 TEL (Pilot)
School Characteristics and Policies
School TEL Questions
School Charter Questions

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

School Questionnaire – Grade 8

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

,

Examples of numerals are:

Part I: School Characteristics and Policies

VB337248

1. What grades are taught in your school? Fill in **all** ovals that apply.

- Ⓐ 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. Can your school be described by any of the following? Fill in ovals for **all** that apply.

- Ⓐ Elementary school
- Ⓑ Middle or junior high school
- Ⓒ Secondary school
- Ⓓ Regular school with a magnet program
- Ⓔ A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- Ⓕ Special education school: primarily serves students with disabilities
- Ⓖ Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- Ⓖ Private independent school
- Ⓙ Private religiously affiliated school
- Ⓚ Independent charter school
- Ⓛ Charter school administered by local school district
- Ⓜ Other (specify): _____

3. What is the current enrollment in your school?

,

VE462941

4. Approximately what percentage of eighth-graders in your school is new this year?

%

VB337256

5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

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

VE588132

6. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- A 0%
- B 1–3%
- C 4–6%
- D 7–10%
- E 11–20%
- F Over 20%



7. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

8. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

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

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

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

HE002230

10. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

HE002094

11. Does your school participate in the National School Lunch Program?

- Ⓐ Yes → *Go to Question 12.*
- Ⓑ No → *Skip to Question 15.*

VB556173

12. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 14.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 13.*



13. 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?

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2012
- Ⓒ 2011
- Ⓓ 2010
- Ⓔ 2009
- Ⓕ 2008
- Ⓖ 2007 or earlier

14. 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?

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

VB608488

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- 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.

VB485284

16. 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.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<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	VB610145
b. Gifted and talented program	<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	VB485286
c. Instruction provided in student's home language (non-English)	<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	VB485287
d. English-as-a-second-language (not in a bilingual education program)	<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	VB485288
e. Special education	<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	VB485289



17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- Ⓐ 0
- Ⓑ 1–5
- Ⓒ 6–10
- Ⓓ 11–15
- Ⓔ 16–25
- Ⓕ More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Fill in **one** oval on each line.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE588679
b. Attend teacher–parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE588681

For all teacher counts entered in item 19:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach **ONLY** pre-kindergarten or adult education

19. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? *If none, mark (0) in the boxes.*

a. Full-time

Full-time teachers

b. Part-time

Part-time teachers

20. Does your school offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

21. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Fill in **one** oval on each line.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Nontenured teachers who had taught for at least one year	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE588765
b. Tenured teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE588766

22. In the last school year, how many full-time teachers were new to your school?

If you answered 1 or any number greater than 1, go to *Question 23*.

If you answered 0, skip to *Part II*.

23. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

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

Part II: Technology and Engineering Literacy

The following questions are about your school's characteristics and policies related to technology and engineering.

Technology refers to all the things people make and do to their natural environment in order to get the things they want and need.

Engineering refers to using skills or knowledge to solve problems that meet people's wants and needs.

Throughout the questionnaire, unless otherwise specified, please consider and include technology and engineering topics and instruction that occur in technology- or engineering-specific courses as well as other courses (for example, science, geography, art).

VE638378

1. In your school, prior to or in eighth grade, what percentage of eighth-grade students receive instruction in each of the following topics? Fill in **one** oval in each row.

	None: Not included in the curriculum	Under 10%	10–25%	26–50%	51–75%	Over 75%	
a. How objects are designed to solve problems or meet people's needs	(A)	(B)	(C)	(D)	(E)	(F)	VE638386
b. The interactions among technology, society, and the environment	(A)	(B)	(C)	(D)	(E)	(F)	VE638388
c. The role of technology systems (for example, energy usage, healthcare, communications)	(A)	(B)	(C)	(D)	(E)	(F)	VE638389
d. How computers, the Internet, and other digital technologies affect society	(A)	(B)	(C)	(D)	(E)	(F)	VE638390
e. Careers in technical fields (for example, engineer, medical technician, computer programmer)	(A)	(B)	(C)	(D)	(E)	(F)	VE638392
f. Concepts related to specific technologies (for example, electronics, biotechnology, agriculture)	(A)	(B)	(C)	(D)	(E)	(F)	VE638395

VE638432

2. Prior to or in eighth grade, how are each of the following areas addressed in your school's curriculum? Fill in **one or more** ovals in each row.

	Required	Elective	After school	Not offered	
a. Technology and Society (the effects that technology has on society or the natural world; or, the ethical questions that arise from those effects)	(A)	(B)	(C)	(D)	VE638435
b. Design and Systems (the nature of technology, the engineering design process by which technologies are developed, or basic approaches to dealing with everyday technologies, including maintenance or troubleshooting)	(A)	(B)	(C)	(D)	VE638438
c. Information and Communication Technology (for example, computers; software learning tools; networking systems and protocols; handheld digital devices; other technologies for accessing, creating, or communicating information for facilitating creative expression)	(A)	(B)	(C)	(D)	VE638442

VE638446

3. Prior to or in eighth grade, does your school require any technology or engineering instruction to students?

(A) Yes → Continue to Question 4.

(B) No → Skip to Question 5.



4. To what extent is your school’s technology or engineering instruction based on the following? Fill in **one** oval in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638453
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638456
c. Results from state/district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638457
d. Results from school assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638462
e. In-school curriculum frameworks or standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638459
f. Recommendations from your teachers or content specialists	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638464
g. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638470
h. Textbooks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638472
i. Other (specify): _____ _____	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638467

5. Prior to or in eighth grade, does your school offer any courses or afterschool programs that cover technology or engineering concepts?

A Yes → *Continue to Question 6.*

B No → *Skip to Question 8.*

6. In the rows below, please identify the most relevant courses that cover technology or engineering concepts (up to five) that your school offers to students prior to or in eighth grade.

- a. Course 1: _____
- b. Course 2: _____
- c. Course 3: _____
- d. Course 4: _____
- e. Course 5: _____

7. In an average school year, how often is the typical eighth-grade student at your school assessed in what he or she knows about technology or engineering using the following methods? Fill in **one** oval in each row.

	Never	Once or twice a year	Once or twice a quarter	Once or twice a month	Once a week or more	I don't know.	
a. Standardized or performance tests	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE638486
b. Teacher-developed tests and quizzes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE638487
c. Student assignments, projects, or homework	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE638490

8. The goal of the following set of questions is to gather information about the student-computer ratio for eighth-grade students at your school.

Number

a. At your school, what is the total number of students in the eighth grade?

—, — — —

VE638480

b. Approximately how many computers in the school are available to eighth-grade students for educational purposes?

—, — — —

VE638484

c. Approximately how many of these computers are connected to the Internet?

—, — — —

VE638485

d. Approximately how many of all computers are eighth-grade students allowed to take home with them (for example, laptops or tablets)?

—, — — —

VE675583

If you answered question 8d with a number greater than 0, *continue to Question 9*.

If you answered question 8d with 0, *skip to Question 10*.

9. Does your school provide computers that students are allowed to take home with them?

- Ⓐ Yes, and students are allowed to keep their computer after the school year ends.
- Ⓑ Yes, but students must return their computer (for example, at the end of the week or end of the school year).
- Ⓒ No

10. In your school, prior to or in eighth grade, what percentage of eighth-grade students has taken advantage of the following school-sponsored resources during or after school? Fill in **one** oval in each row.

	School does not provide this resource to students.	0–5%	6–20%	21–50%	Over 50%	
a. Clubs, competitions, exhibits, etc., related to some aspect of technology and engineering	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638518
b. Technology resources such as robotics or digital photography	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638519
c. Workshop for industrial technologies (for example, auto mechanics, machining, metalworking, construction, carpentry)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638520
d. Workshop or laboratory for drafting or design tools (for example, computer-aided design [CAD], systems analysis)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638521
e. Online courses in any subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638522

11. This year in your school, are the following resources available to teachers for teaching or professional development? Fill in **one** oval in each row.

	Yes	No	
a. Financial support for professional development related to technology and engineering	<input type="radio"/> A	<input type="radio"/> B	VE638440
b. Financial support for association memberships related to technology and engineering	<input type="radio"/> A	<input type="radio"/> B	VE638441
c. Financial support for university or online courses related to technology and engineering	<input type="radio"/> A	<input type="radio"/> B	VE638443
d. Technology resources such as robotics or digital photography	<input type="radio"/> A	<input type="radio"/> B	VE638445
e. Workshop for industrial technologies (for example, auto mechanics, machining, metalworking, construction, carpentry)	<input type="radio"/> A	<input type="radio"/> B	VE638449
f. Workshop or laboratory for drafting or design tools (for example, computer-aided design [CAD], systems analysis)	<input type="radio"/> A	<input type="radio"/> B	VE638452
g. Supplies or equipment for technology demonstrations	<input type="radio"/> A	<input type="radio"/> B	VE638454
h. Textbooks or digital tutorials related to technology or engineering	<input type="radio"/> A	<input type="radio"/> B	VE675624

12. Does your school have equipment available for instruction with the following capabilities?
Fill in **one** oval in each row.

	Not available	Available for some teachers	Available for all teachers	
a. Viewing movies and television programs	Ⓐ	Ⓑ	Ⓒ	VE677022
b. Recording video	Ⓐ	Ⓑ	Ⓒ	VE677568
c. Taking digital images	Ⓐ	Ⓑ	Ⓒ	VE677569
d. Converting non-digital images or content (for example, scanner)	Ⓐ	Ⓑ	Ⓒ	VE677570
e. Projecting digital images	Ⓐ	Ⓑ	Ⓒ	VE677571
f. Projecting interactive data (for example, interactive whiteboard that responds to user control via stylus, finger, or other device)	Ⓐ	Ⓑ	Ⓒ	VE677572
g. Collecting data (for example, tools such as sensors or probes that detect or collect information such as motion, pH, temperature, light)	Ⓐ	Ⓑ	Ⓒ	VE677573
h. Mobile computing (for example, handheld or portable computer devices)	Ⓐ	Ⓑ	Ⓒ	VE677574

13. To what extent is your school's capability to provide instruction in technology or engineering concepts hindered by any of the following? Fill in **one** oval in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Lack of qualified teachers trained in technological or engineering content	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638524
b. Lack of technical support personnel	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638525
c. Lack or inadequacy of instructional materials (for example, textbooks, computers, software)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638526
d. Lack or inadequacy of Internet connectivity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638528
e. Lack or inadequacy of laboratory or workshop equipment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638529
f. Lack or inadequacy of audio-visual resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638533
g. Lack of curriculum development expertise or standards specificity	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638534
h. Lack of time because of demands for other curriculum content	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE638535

VE638496

14. In the past two years, what percentage of teachers in your school has participated in professional development in any of the following? Fill in **one** oval in each row.

	Not Applicable	0%	1-25%	26-50%	51-75%	Over 75%	I don't know.	
a. Content, curriculum, or pedagogy related to engineering design	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VE638497
b. Content, curriculum, or pedagogy related to technology or technological literacy	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VE638498
c. Integrating information and communications technology into instruction	(A)	(B)	(C)	(D)	(E)	(F)	(G)	VE638504

VE638333

15. In your school, prior to or in eighth grade, how much emphasis is placed on teaching students the following? Fill in **one** oval in each row.

	None	A little	Some	A lot	I don't know.	
a. Inventions that change the way people live	(A)	(B)	(C)	(D)	(E)	VE638336
b. Choices people make that affect the environment	(A)	(B)	(C)	(D)	(E)	VE638338
c. Conditions that influence the use or availability of machines or devices	(A)	(B)	(C)	(D)	(E)	VE638340
d. The ways people work together to solve problems in their community or the world	(A)	(B)	(C)	(D)	(E)	VE677585



16. In your school, prior to or in eighth grade, to what extent do students do the following activities? Fill in **one** oval in each row.

	Not at all	Small extent	Moderate extent	Large extent	I don't know.	
a. Describe how inventions change society	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638354
b. Compare how different activities affect the environment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638355
c. Explain why people have different tools, machines, or devices in different parts of the world	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638356

17. In your school, prior to or in eighth grade, how much emphasis is placed on teaching students the following? Fill in **one** oval in each row.

	None	A little	Some	A lot	I don't know.	
a. The use and purpose of tools, machines, or devices	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638375
b. The care or maintenance of tools, machines, or devices	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638376
c. Designing or creating something to solve a problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638377
d. Designing something when there is limited time, money, or materials	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE639184
e. Figuring out how to fix something	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677599
f. Finding the right people to work with or get help from to fix something	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677600

18. In your school, prior to or in eighth grade, to what extent do students do the following activities? Fill in **one** oval in each row.

	Not at all	Small extent	Moderate extent	Large extent	I don't know.	
a. Use tools and materials to fix something	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677603
b. Use different tools, materials, or machines to see which are best for a given purpose	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638383
c. Build or test a model to see if it solves a problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638384
d. Figure out why something is not working in order to fix it	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677604
e. Take something apart in order to fix it or see how it works	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638385
f. Design a computer program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677605
g. Examine how parts, processes, or people work together in a system	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677606

19. In your school, prior to or in eighth grade, how much emphasis is placed on teaching students the following? Fill in **one** oval in each row.

	None	A little	Some	A lot	I don't know.	
a. How to judge reliability of sources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638396
b. How to credit others for their ideas	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638399
c. How to collaborate or share information with others	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677607
d. How to consult with experts to get help	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677609
e. How to find information or data to solve a problem	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VF239167
f. Run simulations (a learning activity that imitates real life)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE677608

20. In your school, prior to or in eighth grade, to what extent do students do the following activities? Fill in **one** oval in each row.

	Not at all	Small extent	Moderate extent	Large extent	I don't know.	
a. Use digital tools to gather and display information in order to test a hypothesis	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638433
b. Select and use appropriate digital technologies to create a presentation	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638434
c. Use a computer or other digital technology to simulate a system and explain different outcomes	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638428
d. Give feedback to others when working together	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	VE638420

Part III: 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.

VC311248

1. Is your school a public **charter** school?

(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.***

VC104697

2. In which year did your school start providing instruction as a charter school?

VE588849

3. Who granted your school's current charter?

Ⓐ School district

Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)

Ⓒ Postsecondary institution

Ⓓ State charter-granting agency

Ⓔ City or state public charter school board

Ⓕ Other (specify): _____

VC104799

4. What is the legal status of your school?

- Ⓐ 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

VE600331

5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

VC104758

6. Which one of the following best describes your charter school's **primary** focus in terms of program content?

- Ⓐ 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.



7. Does your school provide a written contract for parents?

- Ⓐ Yes, and parents are required to abide by it. → *Go to Question 8.*
- Ⓑ Yes, but signing it is voluntary. → *Go to Question 8.*
- Ⓒ No → ***You have finished the survey. Thank you for your time.***

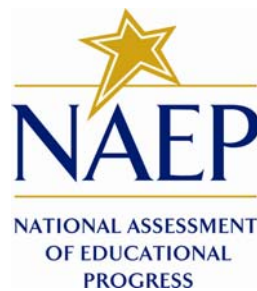
8. Are the following elements addressed in your charter-parent contract? Fill in **one** oval in each row.

	Yes	No	
a. Dress code	Ⓐ	Ⓑ	VE588983
b. Home learning environment	Ⓐ	Ⓑ	VE588989
c. Homework	Ⓐ	Ⓑ	VE588981
d. Parent–teacher communication	Ⓐ	Ⓑ	VE588987
e. Parent volunteering	Ⓐ	Ⓑ	VE588991
f. School discipline policy	Ⓐ	Ⓑ	VE588985
g. Student attendance	Ⓐ	Ⓑ	VE588980
h. Student promotion policy	Ⓐ	Ⓑ	VE588988
i. Other (specify): _____	Ⓐ	Ⓑ	VE592478

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Wave 2 Submittal for 2013 **VOLUME II** **BACKGROUND QUESTIONS**

Part 2q **School Grade 8 (Adapted Version)**



Part 2q contains:

School Grade 8 (adapted for Puerto Rico)
School Characteristics and Policies
School Mathematics Questions

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

Part I: School Characteristics and Policies

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

1. What grades are taught in your school? Fill in **all** ovals that apply.

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

2. Can your school be described by any of the following? Fill in ovals for **all** that apply.

- (A) Elementary school
- (B) Middle or junior high school
- (C) Secondary school
- (D) Regular school with a magnet program
- (E) A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- (F) Special education school: primarily serves students with disabilities
- (G) Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- (H) Private independent school
- (I) Private religiously affiliated school
- (J) Independent charter school
- (K) Charter school administered by local school district
- (L) Other (specify): _____

3. What is the current enrollment in your school?

,

4. Approximately what percentage of eighth-graders in your school is new this year?

 %

5. Of the students currently enrolled in your school, what percentage has been identified as limited-Spanish proficient?

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

6. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

7. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

8. About what percentage of your students is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

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

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

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

10. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

11. Does your school participate in the National School Lunch Program?

- Ⓐ Yes → *Go to Question 12.*
- Ⓑ No → *Skip to Question 15.*

12. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 14.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 13.*

13. 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?
- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
 - Ⓑ 2012
 - Ⓒ 2011
 - Ⓓ 2010
 - Ⓔ 2009
 - Ⓕ 2008
 - Ⓖ 2007 or earlier

14. 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?
- Ⓐ 0%
 - Ⓑ 1–5%
 - Ⓒ 6–10%
 - Ⓓ 11–25%
 - Ⓔ 26–34%
 - Ⓕ 35–50%
 - Ⓖ 51–75%
 - Ⓗ 76–99%
 - Ⓘ 100%

15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Ⓐ No
 - Ⓑ Yes, our school receives funds, which are targeted to eligible students.
 - Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

16. 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.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB610145
b. Gifted and talented program	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB485286
c. Instruction provided in student's home language (not in Spanish)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB610147
d. Individual language plan	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB610148
e. Special education	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB485289

17. During a typical week of school, what is the total number of regularly scheduled volunteers, including parents, working in the school?

- (A) 0
- (B) 1-5
- (C) 6-10
- (D) 11-15
- (E) 16-25
- (F) More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Fill in **one** oval on each line.

	Not applicable	0–10%	11–25%	26–50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	(A)	(B)	(C)	(D)	(E)	VE588679
b. Attend teacher–parent conferences	(A)	(B)	(C)	(D)	(E)	VE588681

For all teacher counts entered in item 19:

INCLUDE these types of teachers:

- Regular
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

INCLUDE these types of teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

DO NOT INCLUDE:

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY pre-kindergarten or adult education

19. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? If none, mark (0) in the boxes.

a. Full-time

Full-time teachers

b. Part-time

Part-time teachers

20. Does your school offer tenure to teachers?

- Ⓐ Yes
Ⓑ No

21. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Fill in **one** oval on each line.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Nontenured teachers who had taught for at least one year	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE588765
b. Tenured teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE588766

22. In the last school year, how many full-time teachers were new to your school?

If you answered 1 or any number greater than 1, *go to Question 23.*

If you answered 0, *skip to Part II.*

23. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?

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

Part III: Mathematics

VB525194

1. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of remediation or to catch up to grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

- Ⓐ None
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 20 percent
- Ⓔ More than 20 percent

VB525195

2. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of advancement or to get ahead of grade level?

- Ⓐ None
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 20 percent
- Ⓔ More than 20 percent



3. What percentage of eighth-grade students in your school is enrolled in the following mathematics classes? Fill in **one** oval on each line.

	None	1-10%	11-25%	26-50%	51-75%	76-90%	91-100%	
a. Eighth-grade mathematics (not algebra or pre-algebra)	<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	VB525186
b. Introduction to algebra or pre-algebra	<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	VB525187
c. Two-year pre-algebra	<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	VE013703
d. Algebra I (one-year course)	<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	VB525188
e. Algebra I (first year of two-year course)	<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	VB525189
f. Algebra I (second year of two-year course)	<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	VB517155
g. Geometry	<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	VB525190
h. Algebra II	<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	VB525191
i. Integrated or sequential mathematics	<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	VB525192

VC084852

4. Do students who complete a one-year course in Algebra I by the end of eighth-grade receive high school credit?

- Ⓐ Yes
- Ⓑ No

VE013886

5. Is there a mathematics specialist or coach available (full- or part-time) to eighth-graders at your school?

- Ⓐ Yes, available full-time to my school → *Go to Question 6.*
- Ⓑ Yes, available part-time to my school → *Go to Question 6.*
- Ⓒ No → *Skip to Question 7.*



6. To what extent are any of the following a responsibility of the mathematics specialist or coach available to eighth-graders at your school? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide technical assistance/ support to individual teachers about mathematics content or the teaching of mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013890
b. Conduct professional development for groups of teachers about mathematics content or the teaching of mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013891
c. Provide mathematics instruction to students on various topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013894
d. Provide mathematics instruction to students at various grade levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013895
e. Provide mathematics remediation/ intervention to some student groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013896
f. Provide mathematics enrichment to some student groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013897

7. Are eighth-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)?

- Ⓐ Yes
- Ⓑ No

VB525197

8. Please estimate the percentage of students that is transferred to a higher ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.

VE013902

9. Please estimate the percentage of students that is transferred to a lower ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.



10. To what extent is your school's mathematics program structured according to the following resources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311204
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311209
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311210
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311211
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311212
f. Recommendations from school mathematics department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311213
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311214
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311215

11. To what extent does your school's eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Federally mandated assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311853
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311854
c. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311855
d. School assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311857

12. Approximately what percentage of your school's classrooms has the following technological resources for eighth-grade mathematics instruction? Fill in **one** oval on each line.

	0%	1–25%	26–50%	51–75%	76–99%	100%	
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	VE013908
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	VE013909
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	VE013910
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	VE013914
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	VE013916
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	VE013917
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	VE013919
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	VE013922
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	VE013923
j. Handheld devices (e.g., personal digital assistants)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE509176