

EDUCATION LONGITUDINAL STUDY OF 2002

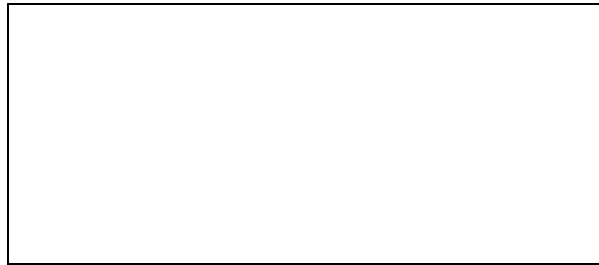


SCHOOL ADMINISTRATOR QUESTIONNAIRE Base Year

Sponsored by:

U.S. Department of Education
National Center for Education Statistics

Conducted by:
RTI



USES OF THE DATA

The data from this survey will be used by educators and by federal and state policy makers to address important issues facing the nation's schools: educational standards, high school course taking patterns, dropping out of school, the education of the disadvantaged, the needs of language minority students, and the features of effective schools.

CONFIDENTIALITY

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 U.S. Code 242m, Section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.



According to the Paper Work Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0652. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** National Center for Education Statistics, ESLSD, 1990 K Street, N.W., Washington, D.C., 20006.

Educational Organizations That Have Endorsed ELS

American Association of School Administrators
American Association of School Librarians
American Federation of Teachers
Council of Chief State School Officers
Council of the Great City Schools
National Association of Independent Schools
National Association of Secondary School Principals
National Catholic Educational Association Department of Secondary Schools
National Education Association
National Parent Teacher Association
National Resource Center for Safe Schools
National School Boards Association
National School Safety Center





INTRODUCTION

This questionnaire is divided into six sections. The first five sections mainly request factual information about this school and its programs. These sections can be answered either by the principal or by a designee who is able to provide the desired information. **The final section asks for judgmental evaluations about the school policies and governance, and we ask that this section be completed by the principal only.**

Some factual questions may request information that is not readily available from school reports. Informed estimates are acceptable for such questions. Please answer directly on the questionnaire by marking the appropriate response or by writing your response in the space provided.

We realize that you are very busy; however, we hope that you can complete the questionnaire and return it to RTI within the next two weeks. To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose. Your responses will be kept in confidence. If you have any questions, please call Amy Rees Sommer toll-free at 1-877-226-0150 between 9:00 a.m. - 5:00 p.m. Eastern Time, Monday through Friday. You may also E-mail questions to: ELS@rti.org. (In the subject line, please type School Administrator Questionnaire.)

THANK YOU VERY MUCH FOR YOUR HELP.

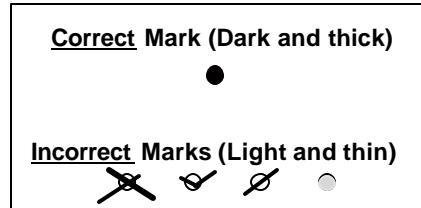


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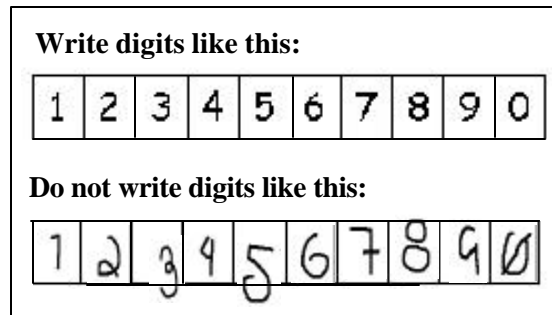
GENERAL INSTRUCTIONS: PLEASE READ CAREFULLY AND USE A SOFT LEAD (#2) PENCIL TO COMPLETE THIS QUESTIONNAIRE. It is important that you completely fill in the circles next to your answers and print clearly. Listed below are examples of correct and incorrect ways to mark your answers.

FILLING IN CIRCLES:



PRINTING NUMBERS IN BOXES:

Print one number per box. The numbers should be printed with solid connected lines and should not touch or cross any of the box lines. Do not cross zeroes or sevens.



PART I: SCHOOL CHARACTERISTICS

1. As of October 1, 2001 (or the most recent date for which data are available), what was the total student enrollment in your school?

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2. Mark each grade level included in your school.

(MARK ALL 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
- 13+

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3. Which of the following characterize your school?

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. Comprehensive public school (not including magnet school or school of choice)	<input type="radio"/>	<input type="radio"/>
b. Public magnet school (e.g., whole school, magnet program, school within a school)	<input type="radio"/>	<input type="radio"/>
c. Public magnet school with a specialized academic, career or technical theme (e.g., a high school for agricultural sciences, International Baccalaureate program)	<input type="radio"/>	<input type="radio"/>
d. Public school of choice (open enrollment/non-specialized curriculum)	<input type="radio"/>	<input type="radio"/>
e. Year-round school	<input type="radio"/>	<input type="radio"/>
f. High school served by an area or regional vocational school/center (part-time or part-day)	<input type="radio"/>	<input type="radio"/>
g. Full-time technical or vocational school	<input type="radio"/>	<input type="radio"/>
h. Other technical or vocational school	<input type="radio"/>	<input type="radio"/>
i. Catholic diocesan school	<input type="radio"/>	<input type="radio"/>
j. Catholic parish school	<input type="radio"/>	<input type="radio"/>
k. Catholic religious order school	<input type="radio"/>	<input type="radio"/>
l. Catholic independent school	<input type="radio"/>	<input type="radio"/>
m. Other private school, religious affiliation	<input type="radio"/>	<input type="radio"/>
n. Private school, no religious affiliation	<input type="radio"/>	<input type="radio"/>
o. Boarding School	<input type="radio"/>	<input type="radio"/>
p. Indian Reservation School	<input type="radio"/>	<input type="radio"/>
q. Military Academy	<input type="radio"/>	<input type="radio"/>
r. Alternative/Stay-in-School/Dropout Prevention School/ Continuation School	<input type="radio"/>	<input type="radio"/>
s. Charter school	<input type="radio"/>	<input type="radio"/>



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4. Which of the following statements best describes your school's approach to providing instruction in your core curriculum to students who come to you with different abilities, learning rates, interests or motivations (do not include Special Education students when considering your answer)? (¹ If any of the terms are unclear to you, see the definitions below).

(MARK ONE RESPONSE)

- We offer differentiated courses in our core curriculum but students have open access to any course provided they have taken the required prerequisite(s)
- We offer differentiated courses and do differentiated grouping in our core curriculum
- We offer a variety of undifferentiated courses in our core curriculum, and students have open access to any course provided they have taken the required prerequisite(s)
- Other

5. How would you describe the crime level in the neighborhood(s) in which your students live?

(MARK ONE RESPONSE)

- High level of crime
- Moderate level of crime
- Low level of crime
- Mixed levels of crime

6. What kind of academic calendar does your high school have?

(MARK ONE RESPONSE)

- Semester system
- Trimester system
- Quarter system
- Other

¹ DEFINITIONS

Ability levels - the distinction among students, or courses, on the basis of the students' learning aptitudes or past academic achievements, or each course's adaptation to students' levels of readiness and learning rates.

Core curriculum - courses in English, Math, Science, and Social Studies that students can choose from in order to fulfill the school district's graduation requirements.

Differentiated courses - courses that fulfill the same requirements in the core curriculum but differ in terms of content, quantity and/or intensity of work, or expectations regarding independent work.

Differentiated grouping - a school's approach to providing instruction to students who have been grouped because of similar learning aptitudes or past academic achievements for the purpose of providing them instruction in core curriculum areas that is geared to their abilities in terms of content, quantity and/or intensity of work, or expectations regarding independent work.

Undifferentiated courses - courses that are equivalent in terms of content, quantity and/or intensity of work, or expectations regarding independent work, and are open to students who may have widely differing learning aptitudes or past academic achievements.



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7. How many days are in the school year for 10th grade students in your school?

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8. How many class periods are there in the school day for the average 10th grade student in your school?

(MARK ONE RESPONSE)

- One
- Two
- Three
- Four
- Five
- Six
- Seven
- Eight
- Nine

9. How many minutes is the average class period for 10th grade students in your school?

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10. What is a typical full academic class load for 10th grade students in your school per semester or term?

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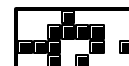
 classes

11. Is this school co-educational?

(MARK ONE RESPONSE)

- Yes.
- No, it is an all-female school.
- No, it is an all-male school.

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12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle.

**School sponsored
community service**

%

School does not have

Work Study

%

School does not have

**Academic
counseling**

%

School does not have

**Vocational
counseling**

%

School does not have

Dropout prevention

%

School does not have

Gang prevention

%

School does not have

**Alcohol/Drug
prevention**

%

School does not have

AIDS education

%

School does not have

Crisis prevention

%

School does not have

13. When students are absent without an excuse, are parents notified?

(MARK ONE RESPONSE)

- No, not notified
- Yes, sometime that morning
- Yes, sometime that day
- Yes, after a day or two
- Yes, within the first week
- Yes, at the end of the term or semester



14. Approximately what percentage of your 10th grade students is in each of the following instructional programs? (Write "000" if no 10th grade students are in a given program.)

General high school program

%

College prep, academic, or specialized academic (such as science or math)

%

Other specialized high school program (such as fine art)

%

Vocational, technical or business program

%

Special education (with Individualized Education Plan (IEP))

%

Alternative program

%

Bilingual education

%

English as a second language

%

Remedial reading

%

Remedial math

%

After school/ summer outreach program

%

15. Do students in your school engage in each of the following activities during their high school years?

(MARK ONE RESPONSE ON EACH LINE)

	No, students do not do this	Yes, some students do this	Yes, all students do this
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a. Development of a career plan (i.e., a written plan of study based on the student's career interests)

b. Selection of a student career major or pathway that specifies the academic and vocational-technical courses to be taken

c. Special program that helps students plan or prepare for college (e.g., Upward Bound)

16. Are any vocational-technical programs or services offered at your school?

Yes GO TO QUESTION 17 ON PAGE 7

No SKIP TO QUESTION 18 ON PAGE 8



17. For each vocational-technical program area, indicate whether one or more courses in that program area are offered at your school.

(MARK ONE RESPONSE ON EACH LINE)

	Offered on site at your school	Offered off site at an area/ regional vocational school	Not Offered
a. Agriculture and renewable resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Marketing and distribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Public and protective services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Construction trades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Mechanics and repair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Precision production (e.g., drafting, graphics, metals/ woods/ plastics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Trade and industry, transportation and material moving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Computer technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Communication technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Other technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Food service and hospitality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Child care and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Personal and other services (e.g., cosmetology, fashion design)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Other occupational program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Family and consumer sciences education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Industrial arts/technology education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



18. For each work-based learning experience program or service, indicate whether or not it is offered to 10th graders at your school.
(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. Cooperative education (work experience that is part of a vocational class and for which you earn class credit)	<input type="radio"/>	<input type="radio"/>
b. Internship (work experience arranged by your school, but not necessarily part of a vocational class)	<input type="radio"/>	<input type="radio"/>
c. Job shadowing or work-site visits (school-arranged visits to work places to observe one worker or many workers)	<input type="radio"/>	<input type="radio"/>
d. Mentoring (a <i>school-arranged</i> match with an adult in your career area for advice and support)	<input type="radio"/>	<input type="radio"/>
e. Community service (volunteer work <i>arranged by your school</i> to support your local community)	<input type="radio"/>	<input type="radio"/>
f. School-based enterprise (working in a business run by students or teachers from your school)	<input type="radio"/>	<input type="radio"/>

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19. Which of the following extracurricular sports are offered for male students and/or female students?

(MARK ALL THAT APPLY IN EACH COLUMN)

	Males	Females
a. Baseball	<input type="radio"/>	<input type="radio"/>
b. Softball	<input type="radio"/>	<input type="radio"/>
c. Basketball	<input type="radio"/>	<input type="radio"/>
d. Football	<input type="radio"/>	<input type="radio"/>
e. Soccer	<input type="radio"/>	<input type="radio"/>
f. Swim team	<input type="radio"/>	<input type="radio"/>
g. Ice hockey	<input type="radio"/>	<input type="radio"/>
h. Field hockey	<input type="radio"/>	<input type="radio"/>
i. Volleyball	<input type="radio"/>	<input type="radio"/>
j. Lacrosse	<input type="radio"/>	<input type="radio"/>
k. Tennis	<input type="radio"/>	<input type="radio"/>
l. Cross-country	<input type="radio"/>	<input type="radio"/>
m. Track	<input type="radio"/>	<input type="radio"/>
n. Golf	<input type="radio"/>	<input type="radio"/>
o. Gymnastics	<input type="radio"/>	<input type="radio"/>
p. Wrestling	<input type="radio"/>	<input type="radio"/>
q. Cheerleading	<input type="radio"/>	<input type="radio"/>
r. Pompon (pompom), drill team	<input type="radio"/>	<input type="radio"/>
s. Other	<input type="radio"/>	<input type="radio"/>
t. No sports are offered	<input type="radio"/>	<input type="radio"/>

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PART II: STUDENT CHARACTERISTICS

20. What percentage of the current 10th grade students is Limited English Proficient (LEP) or Non-English Proficient?

			%
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21. What percentage of the current 10th grade students receives free or reduced-price lunch from your school?

			%
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PART III: TEACHING STAFF CHARACTERISTICS

22. How many teachers work full-time and how many work part-time in your school?
(If you share a teacher with another school, please count that teacher as part-time.)

of Full-time teachers

of Part-time teachers

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23. For each of the subject areas listed below, please indicate the number of full-time faculty. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

of Full-time in this subject area:

Math

--	--

Science

--	--

Art

--	--

Music

--	--

English

--	--

Foreign language

--	--

Social science/
Social studies

--	--

History

--	--

Vocational-technical
education

--	--

Physical
education

--	--

Guidance
counseling

--	--

Special
education

--	--

24. What percentage of full-time and part-time teachers in your school are certified? (If you share a teacher with another school, please count that teacher as part-time.)

Certified
Full-time teachers

			%
--	--	--	---

Certified
Part-time teachers

			%
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25. Of the full-time and part-time teachers who are certified, what percentage teach outside their field of certification? (If you share a teacher with another school, please count that teacher as part-time. If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject area.)

**Teach out of field
Full-time teachers**

%

**Teach out of field
Part-time teachers**

%

26. What are the lowest and highest annual salaries currently paid to full-time teachers on your school's payroll?

Lowest
\$,

Highest
\$,

27. Does your school currently use any of these forms of teacher evaluation?

- School does not have formal teacher evaluations ® GO TO QUESTION 28

(MARK ONE RESPONSE ON EACH LINE)

Yes No

- | | | |
|---|-----------------------|-----------------------|
| a. Principal or other school administrator evaluates teachers | <input type="radio"/> | <input type="radio"/> |
| b. Teachers evaluate teachers | <input type="radio"/> | <input type="radio"/> |
| c. Students evaluate teachers | <input type="radio"/> | <input type="radio"/> |

28. Which of the following kinds of recognition are given to good teachers in your school?

(MARK ALL THAT APPLY)

- Special awards for teaching
- Assigned to teach better students
- Given a lighter teaching load
- Relieved of administrative or disciplinary duties
- Given priority on requests for materials
- Higher pay
- None of the above



PART IV: SCHOOL POLICIES AND PROGRAMS

29. In general, are there any internal or external content standards for academic subjects in your school that must be adhered to by teachers?

- Yes ® GO TO QUESTION 30
 No ® SKIP TO QUESTION 32

30. What is the main source of these content standards?

(MARK ONE RESPONSE)

- State
 District or Diocese
 Department head
 Principal
 Teachers
 Other

31. Are these content standards linked to performance standards for assessment of students' mastery of this content?

- Yes
 No

32. Are students required to pass a minimum competency or proficiency test in order to receive a high school diploma?

- Yes ® GO TO QUESTION 33
 No ® SKIP TO QUESTION 38 ON PAGE 14

33. Indicate whether the minimum competency or proficiency test for promotion or graduation is given to students in each grade listed below. Do not include retesting of students. If the test is given, mark all subject areas that the test covers in that grade.

	(MARK ONE ON EACH LINE)				IF TEST IS GIVEN IN THIS GRADE, MARK ALL THAT APPLY ON EACH LINE			
	School <u>does</u> <u>not</u> have this grade	Competency test <u>is not</u> given in this grade	Competency test <u>is</u> given in this grade	<input type="radio"/> ®	This grade's test covers math	This grade's test covers science	This grade's test covers English	This grade's test covers history/ social studies
a. Grade 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ®	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Grade 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ®	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Grade 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ®	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Grade 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ®	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Grade 11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ®	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Grade 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ®	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



34. Is competency testing a state, district, or school requirement?

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. State requirement	<input type="radio"/>	<input type="radio"/>
b. District requirement	<input type="radio"/>	<input type="radio"/>
c. School requirement	<input type="radio"/>	<input type="radio"/>

35. Is the competency testing program tied to explicit content standards or curriculum frameworks?

- Yes
 No

36. In the most recent test administration, what percentage of students taking the competency test failed (or were found to be below an acceptable level of proficiency in) any or all subject areas on their first attempt? (If your school has competency tests at multiple grade levels, report for the test given to the highest grade.)

			%
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37. When a student fails a competency test, which of the following options are available to the student at the school and which are required of the students?

(MARK ONE RESPONSE ON EACH LINE)

	This option is not available	This option is available, but not required	This option is required of student who fails the test
a. Retaking the test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Taking remedial or repeat classes in deficient subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Completing a general competency test preparation class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Tutoring or individualized academic program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Summer school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Referral to an alternative or continuing education school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

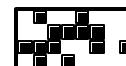


38. During this school year (2001-2002), is it a practice of your school to do the following? (If your school changed its practices in the middle of the school year, please answer regarding your most recent practice.)

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. Control access to school buildings during school hours (e.g., locked or monitored doors)	<input type="radio"/>	<input type="radio"/>
b. Control access to school grounds during school hours (e.g., locked or monitored gates)	<input type="radio"/>	<input type="radio"/>
c. Require students to pass through metal detectors each day	<input type="radio"/>	<input type="radio"/>
d. Perform one or more random metal detector checks on students	<input type="radio"/>	<input type="radio"/>
e. Close the campus for most students during lunch	<input type="radio"/>	<input type="radio"/>
f. Use one or more random dog sniffs to check for drugs	<input type="radio"/>	<input type="radio"/>
g. Perform one or more random sweeps for contraband (e.g., drugs or weapons) but not including dog sniffs	<input type="radio"/>	<input type="radio"/>
h. Require drug testing for any students (e.g., athletes)	<input type="radio"/>	<input type="radio"/>
i. Require students to wear uniforms	<input type="radio"/>	<input type="radio"/>
j. Enforce a strict dress code	<input type="radio"/>	<input type="radio"/>
k. Require clear book bags or ban book bags on school grounds	<input type="radio"/>	<input type="radio"/>
l. Require students to wear badges or picture IDs	<input type="radio"/>	<input type="radio"/>
m. Require faculty and staff to wear badges or picture IDs	<input type="radio"/>	<input type="radio"/>
n. Use one or more security cameras to monitor the school	<input type="radio"/>	<input type="radio"/>
o. Provide telephones in most classrooms	<input type="radio"/>	<input type="radio"/>
p. Provide an emergency alarm or call button in most classrooms	<input type="radio"/>	<input type="radio"/>

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39. Which of the following does your school do to involve or help parents deal with school discipline issues?

(MARK ONE RESPONSE ON EACH LINE)

Yes No

- | | | |
|--|-----------------------|-----------------------|
| a. Have a formal process to obtain parent input on policies related to school crime and discipline | <input type="radio"/> | <input type="radio"/> |
| b. Provide training or technical assistance to parents in dealing with students' problem behavior | <input type="radio"/> | <input type="radio"/> |
| c. Have a program that involves parents at school helping to maintain school discipline | <input type="radio"/> | <input type="radio"/> |

40. During the 2001-2002 school year, did your school regularly use paid law enforcement or security services at school at the following times?

(MARK ONE RESPONSE ON EACH LINE)

Yes No

- | | | |
|---|-----------------------|-----------------------|
| a. At any time during school hours | <input type="radio"/> | <input type="radio"/> |
| b. While students were arriving or leaving | <input type="radio"/> | <input type="radio"/> |
| c. At selected school activities (e.g., athletic and social events, open houses, science fairs) | <input type="radio"/> | <input type="radio"/> |
| d. When school/school activities were <u>not</u> occurring | <input type="radio"/> | <input type="radio"/> |
| e. Other | <input type="radio"/> | <input type="radio"/> |



PART V: TECHNOLOGY

**41. In your school, do teachers have access to each of the following for instructional use?
(MARK ONE RESPONSE ON EACH LINE)**

	Yes	No
a. Cable television	<input type="radio"/>	<input type="radio"/>
b. Closed-circuit television	<input type="radio"/>	<input type="radio"/>
c. Videodisc player/VCR/DVD	<input type="radio"/>	<input type="radio"/>
d. Video camera	<input type="radio"/>	<input type="radio"/>
e. Video production studio	<input type="radio"/>	<input type="radio"/>
f. Satellite TV hook-up	<input type="radio"/>	<input type="radio"/>
g. Videoconferencing equipment	<input type="radio"/>	<input type="radio"/>
h. Digital camera	<input type="radio"/>	<input type="radio"/>
i. Scanner for images or text	<input type="radio"/>	<input type="radio"/>
j. LCD panel or other projection device for projecting images directly from a computer	<input type="radio"/>	<input type="radio"/>
k. Laptop computer	<input type="radio"/>	<input type="radio"/>
l. Internet	<input type="radio"/>	<input type="radio"/>
m. Computer printer	<input type="radio"/>	<input type="radio"/>

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42. Does your school use computers in the following ways?

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. Teachers use computers in classrooms as instructional tools (e.g., for drill and practice; simulation and application; to correspond with experts, authors, researchers, etc. via E-mail or the Internet)	<input type="radio"/>	<input type="radio"/>
b. Teachers use computers to design and manage their instruction, such as lesson plans and links with state standards	<input type="radio"/>	<input type="radio"/>
c. Teachers use computers to take professional development courses via the Internet	<input type="radio"/>	<input type="radio"/>
d. Teachers use computers to communicate with colleagues and other professionals via E-mail, listservs or the Internet	<input type="radio"/>	<input type="radio"/>
e. Teachers use computers to research and access best practices from the Internet	<input type="radio"/>	<input type="radio"/>
f. Teachers use computers to communicate with students' parents	<input type="radio"/>	<input type="radio"/>
g. Teachers use computers to post homework or other class requirements	<input type="radio"/>	<input type="radio"/>
h. Teachers and staff use computers to communicate via E-mail to one another	<input type="radio"/>	<input type="radio"/>
i. Teachers use computers to teach job skills (e.g., CAD/ CADD, automotive diagnostics)	<input type="radio"/>	<input type="radio"/>
j. Administrative staff use computers for administrative purposes (e.g., reporting grades, tracking attendance, keeping student records)	<input type="radio"/>	<input type="radio"/>
k. Administrative staff use computers to communicate with colleagues and other professionals via E-mail, listservs or the Internet	<input type="radio"/>	<input type="radio"/>
l. Administrative staff use computers to communicate with students' parents	<input type="radio"/>	<input type="radio"/>
m. The school offers courses for credit to students via 'distance learning', which the school would not be able to offer otherwise (e.g., an AP course or advanced math course that the school does not offer, but another school does)	<input type="radio"/>	<input type="radio"/>
n. District or state education officials provide teachers with access to ongoing professional development programs through the Internet	<input type="radio"/>	<input type="radio"/>





43. Does either your school or your district offer the following types of formal training for teachers?

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. Learning to use new software	<input type="radio"/>	<input type="radio"/>
b. Accessing and searching the Internet	<input type="radio"/>	<input type="radio"/>
c. Using computers to help students develop analytical, critical-thinking, or problem-solving skills	<input type="radio"/>	<input type="radio"/>
d. Integrating computers into the classroom	<input type="radio"/>	<input type="radio"/>
e. Basic computer literacy	<input type="radio"/>	<input type="radio"/>

44. Please indicate whether computers are located in the following locations in your school.

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. In administrative offices	<input type="radio"/>	<input type="radio"/>
b. In teacher work rooms	<input type="radio"/>	<input type="radio"/>
c. In classrooms	<input type="radio"/>	<input type="radio"/>
d. In the library media center	<input type="radio"/>	<input type="radio"/>
e. In separate computer lab(s) (outside the library media center)	<input type="radio"/>	<input type="radio"/>



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45. If you are the school principal, skip to part VI on page 20.

If you are not the school principal, please provide the information below so we can reach you if any clarification of your responses is needed.

Name: _____
 Last Name First Name MI

Title: _____

Telephone:
() - - Ext.
Area Code Number

Is this an office or home telephone number? Office
 Home

What is the best time of day to call you at this telephone number?
 : AM PM

Email address: _____

PLEASE GIVE THIS QUESTIONNAIRE AND THE RETURN ENVELOPE TO THE SCHOOL PRINCIPAL SO HE/SHE MAY COMPLETE PART VI.

THANK YOU FOR YOUR COOPERATION.

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PART VI: SCHOOL GOVERNANCE AND CLIMATE

THIS SECTION SHOULD BE COMPLETED BY THE SCHOOL PRINCIPAL ONLY.

46. How much influence do you as a principal have on the following?
(MARK ONE RESPONSE ON EACH LINE)

	No influence	Some influence	Major influence
a. Hiring and firing teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Establishing policies and priorities for grouping students into classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Deciding what courses will be offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Selecting textbooks and other instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Setting curricular guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establishing policies and practices for grading and student evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Establishing discipline policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Deciding how school funds will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. How would you characterize your school's relationship with each of the following individuals or groups?
(MARK ONE RESPONSE ON EACH LINE)

	Very cooperative	Cooperative	Somewhat cooperative	Not cooperative
a. School board or governing board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Central office administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers' association or union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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48. How much influence do you feel each of the following factors has on how your superiors evaluate your performance?

(MARK ONE RESPONSE ON EACH LINE)

	No influence	Minor influence	Great deal of influence
a. The performance of your school's students on standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A good disciplinary environment in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Efficient administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Parent involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Relationships with community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Implementation of new programs or reform efforts such as shared decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**49. To the best of your knowledge how often do the following types of problems occur at your school?
(MARK ONE RESPONSE ON EACH LINE)**

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Class cutting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physical conflicts among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Robbery or theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Vandalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Use of alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Use of illegal drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Students under the influence of drugs/ alcohol while at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The sale of drugs on the way to or from school and/or on school grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Possession of weapons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Physical abuse of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Student racial tensions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Student bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Student verbal abuse of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Widespread disorder in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Student acts of disrespect for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Gang activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Undesirable cult or extremist group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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50. In your school, how much is the learning of 10th graders hindered by...

(MARK ONE RESPONSE ON EACH LINE)

	Not at all	Very little	To some extent	A lot
a. poor condition of buildings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. poor heating, cooling, and/or lighting systems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. inadequate science laboratory equipment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. inadequate facilities for fine arts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. lack of instructional space (e.g., classrooms)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. lack of instructional material in the library?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. lack of text books and basic supplies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. not enough computers for instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. lack of multi-media resources for instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. lack of discipline and safety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. inadequate or outdated vocational-technical education equipment or facilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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51. Indicate how much each of the characteristics listed below describes your school's climate.

(MARK ONE RESPONSE ON EACH LINE)

	Not accurate at all		Somewhat accurate		Very accurate
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
a. Student morale is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers at this school press students to achieve academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teacher morale is high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students place a high priority on learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students are expected to do homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



52. Please provide the information below so we can reach you if any clarification of your responses is needed.

Name: _____
Last Name First Name MI

Title: _____

Telephone:

(_____) - _____ - _____ Ext.
Area Code Number

Is this an office or home telephone number? Office
 Home

What is the best time of day to call you at this telephone number?

____ : ____ AM PM

Email address: _____

53. Date Questionnaire Completed:

Month Day Year

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THANK YOU FOR YOUR COOPERATION
PLEASE RETURN THIS QUESTIONNAIRE USING THE ENCLOSED ENVELOPE

