

# Reading/Mathematics/Science School Background Questionnaire

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**Grade 8**  
**2009**

## 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

VB556165

2. Do all students in your school follow the same school calendar?

- Ⓐ Yes → *Go to Question 3.*
- Ⓑ No → *Skip to Question 4.*

VC346268

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

,  hours of instruction as of February 1, 2009



VB607887

4. For each group of students following a separate calendar, please indicate the number of hours of instruction that eighth-grade students in your school completed as of February 1, 2009.

First group: ,  hours of instruction as of February 1, 2009

VB607888

Second group: ,  hours of instruction as of February 1, 2009

VB607889

Third group: ,  hours of instruction as of February 1, 2009

VB607890

VB337250

5. What is the current enrollment in your school?

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VC189012

6. Approximately what percentage of eighth-graders in your school . . .  
(Please be sure your answers sum to 100%.)

a. is **new this year**?

%

VC189050

b. has been attending your school for 1–2 years?

%

VC189051

c. has been attending your school for 3 or more years?

%

VC189053

**TOTAL**

%

VB337256

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

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

VC310911

8. 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
- Ⓑ No



VC311012

9. What other type of school is this? Fill in **one** oval on each line.

	<b>Yes</b>	<b>No</b>	
a. Regular elementary school	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311014
b. A regular school with a magnet program	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311015
c. A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311016
d. Special education: a school that primarily serves students with disabilities	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311017
e. Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special education, or vocational	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311018
f. Private (independent)	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311020
g. Private (religiously affiliated)	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311021
h. Privately run public school	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311022
i. Other	<input type="radio"/> (A)	<input type="radio"/> (B)	VC311024

HE000917

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

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

LC000488

11. 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%

HE000918

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

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

HE002230

13. 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%



14. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year?

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

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

- Ⓐ Yes → *Go to Question 16.*
- Ⓑ No → *Skip to Question 19.*

16. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Skip to Question 18.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). → *Go to Question 17.*



VE011336

17. 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.
- Ⓑ 2008
- Ⓒ 2007
- Ⓓ 2006
- Ⓔ 2005
- Ⓕ 2004
- Ⓖ 2003 or earlier

VB608487

18. 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%

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

- 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.

20. 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

## Part II: English/Language Arts

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in **one** oval on each line.

VB380370

	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.*

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.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Provide technical assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013862
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013863
c. Provide English/language arts instruction to students on various topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013865
d. Provide English/language arts instruction to students at various grade levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013866
e. Provide English/language arts enrichment to some student groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013870

VC191175

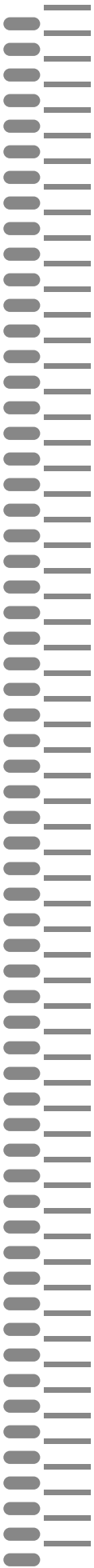
4. To what extent is your school's English/language arts program structured according to the following resources? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large Extent</b>	
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

VC311761

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.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
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. 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
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013881
g. Paraprofessionals or teacher aids who are trained in SD or ELL	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013882
h. Paraprofessionals or teacher aids 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

### 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 such as Palm Pilots or Pocket PCs)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013925

## Part IV: Science

1. Is there a science specialist or coach available (full- or part-time) to eighth-graders at your school? VE013964

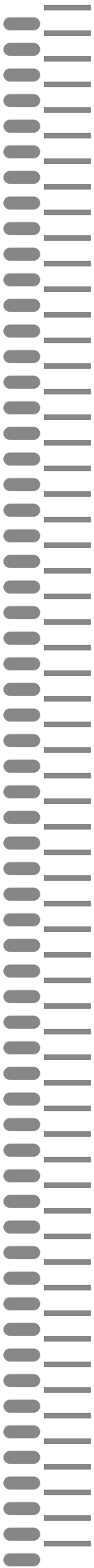
- A Yes, available full-time to my school → *Go to Question 2.*
- B Yes, available part-time to my school → *Go to Question 2.*
- C No → *Skip to Question 3.*

2. To what extent are any of the following a responsibility of the science specialist or coach available to eighth-graders at your school? Fill in **one** oval on each line. VE013966

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide technical assistance/support to individual teachers about science content or the teaching of science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013967
b. Conduct professional development for groups of teachers about science content or the teaching of science	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013968
c. Provide science instruction to students on various topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013969
d. Provide science instruction to students at various grade levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013970
e. Provide science enrichment to some student groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013971

3. To what extent is your school's science 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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304220
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304221
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304222
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304223
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304224
f. Recommendations from school science department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304225
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304226
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC304227



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

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304508
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304510
c. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304511

5. Does your school have laboratory facilities for eighth-grade science instruction?

- A Yes → *Go to Question 6.*
- B No → *Skip to Question 7.*



6. To what extent do your school's science laboratories that are available for eighth-grade instruction have the following features? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Demonstration stations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013983
b. Student lab stations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013984
c. Storage areas for chemicals and other supplies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013985
d. Electricity	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013986
e. Running water	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013990
f. Gas for burners	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013991
g. Hoods or air hoses	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013992
h. Safety equipment	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013993
i. Computers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013995
j. Internet connection	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013996

7. To what extent are any of the following available to eighth-grade teachers who teach science? Fill in **one** oval on each line.

	<b>Not at all</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Large extent</b>	
a. Science textbooks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014002
b. Science magazines and books	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014003
c. Supplies or equipment for science demonstrations	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014005
d. Supplies or equipment for science labs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014006
e. Student access to computers in class for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014008
f. Student access to computer labs for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014010
g. Teacher access to computers for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014011
h. Computerized science labs for classroom use	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014012
i. Audiovisual materials for science instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014014
j. Science kits	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014015
k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE014016

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

	0%	1–25%	26–50%	51–75%	76–99%	100%	
a. Desktop 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	VE014020
b. Laptop 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	VE014021
c. Tablet PC (notebook-like computer that allows users to write or draw through the use of a stylus or touch-screen)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014023
d. Digital projector (device that connects to a computer to display presentations or, demonstrate lessons, such as an LCD)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014024
e. CD-ROM	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014025
f. Online software	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014026
g. Digital music device (pocket-sized music player used to listen to or create audio files, such as an MP3 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	VE014027
h. 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	VE014029
i. DVD player and DVDs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE014030

Continued on next page.

	0%	1-25%	26-50%	51-75%	76-99%	100%	
j. Digital camera	(A)	(B)	(C)	(D)	(E)	(F)	VE014033
k. Graphing calculator	(A)	(B)	(C)	(D)	(E)	(F)	VE014041
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	(A)	(B)	(C)	(D)	(E)	(F)	VE014042
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	(A)	(B)	(C)	(D)	(E)	(F)	VE014043
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	(A)	(B)	(C)	(D)	(E)	(F)	VE014046
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	(A)	(B)	(C)	(D)	(E)	(F)	VE014047