School Background Questionnaire

2005
Grade 8
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

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. Do all students in your school follow the same school calendar?
   - ☐ Yes ➔ Go to Question 3
   - ☐ No ➔ Skip to Question 4

3. Please indicate the number of hours of instruction that eighth-grade students in your school completed as of February 1, 2005.

   □ □ □ □ □ hours of instruction as of February 1, 2005
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, 2005.

First group: [ ] [ ] [ ] [ ] [ ] hours of instruction as of February 1, 2005

Second group: [ ] [ ] [ ] [ ] [ ] hours of instruction as of February 1, 2005

Third group: [ ] [ ] [ ] [ ] [ ] hours of instruction as of February 1, 2005

5. What is the current enrollment in your school?

[ ] [ ] [ ] [ ] [ ]

6. 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%
7. What type of school is this? Fill in ovals for all that apply.
   ☐ Regular middle or secondary school
   ☐ A regular school with a magnet program
   ☐ 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.
   ☐ Special education: a school that primarily serves students with disabilities
   ☐ Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special education, or vocational
   ☐ Private (independent)
   ☐ Private (religiously affiliated)
   ☐ Charter school
   ☐ Privately run public school
   ☐ Other ________________________________

8. Does your school participate in the National School Lunch Program?
   ☐ Yes ➔ Go to Question 9
   ☐ No ➔ Skip to Question 12

9. How does the school operate the program?
   ☐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. ➔ Skip to Question 11
   ☐ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3). ➔ Go to Question 10
10. 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.

☐ 2004
☐ 2003
☐ 2002
☐ 2001
☐ 2000
☐ 1999 or earlier

11. 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%
12. 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.)

☐ No

☐ Yes, our school receives funds, which are targeted to eligible students.

☐ Yes, our school receives funds, which are used for schoolwide purposes.

13. 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.

<table>
<thead>
<tr>
<th>Service</th>
<th>None</th>
<th>1-5%</th>
<th>6-10%</th>
<th>11-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-90%</th>
<th>Over 90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Targeted Title I services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Gifted and talented program</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Instruction provided in student’s home language (non-English)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. English-as-a-second-language (not in a bilingual education program)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>e. Special education</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>
Part II: Mathematics

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

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.

<table>
<thead>
<tr>
<th>Class Description</th>
<th>None</th>
<th>1-10%</th>
<th>11-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-90%</th>
<th>91-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Eighth-grade mathematics (not algebra or pre-algebra)</td>
<td></td>
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<tr>
<td>b. Introduction to algebra or pre-algebra</td>
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<tr>
<td>c. Algebra I (one-year course)</td>
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<td>d. Algebra I (first year of two-year course)</td>
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<td>e. Algebra I (second year of two-year course)</td>
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<td>f. Geometry</td>
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<td>g. Algebra II</td>
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<td>h. Integrated or sequential mathematics</td>
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</tbody>
</table>

4. Are **eighth-grade** students typically assigned to mathematics classes by ability and/or achievement levels (so that some classes are higher in average ability and/or achievement levels than others)?

- A Yes
- B No
5. 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.

6. Please estimate the percentage of students that is transferred to a lower ability/achievement-based mathematics placement 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.
Part III: Reading and Science

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.

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Small extent</th>
<th>Moderate extent</th>
<th>Large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use of language arts across the curriculum</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>b. Interpreting and analyzing literature</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>c. Understanding the process of reading or writing</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>d. Instructional strategies for teaching language arts</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>