Civics, Geography, U.S. History & Writing
School Background Questionnaire

2010
Grade 4
SCHOOL QUESTIONNAIRE
GRADE 4

During the 2009–2010 school year, a sample of students across the country, including some students from your school, will be given a series of questions as part of the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in civics, geography, U.S. history, and writing. As part of the assessment, NAEP will investigate the relationship between students’ achievement and various school, teacher, and home factors that may influence this achievement. We are asking your school to complete this questionnaire about school factors. **This questionnaire should be completed by the principal or other head administrator.**

We realize that you are very busy; however, we urge you to complete the questionnaire as carefully as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

**Instructions**

Please record your answers online, following the instructions on the front cover. If you do not have Internet access, please answer questions directly on this questionnaire by filling in the appropriate ovals.

If you do answer questions directly on this questionnaire, please return the questionnaire to your school’s NAEP coordinator when you are finished.

**THANK YOU VERY MUCH.**
School Questionnaire – Grade 4

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 fourth-grade students in your school completed as of February 1, 2010. Fill in the blocks below and then skip to Question 5.
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] hours of instruction as of February 1, 2010
4. For each group of students following a separate calendar, please indicate the number of hours of instruction that fourth-grade students in your school completed as of February 1, 2010.

First group: ☐, ☐☐☐☐ hours of instruction as of February 1, 2010

Second group: ☐, ☐☐☐☐ hours of instruction as of February 1, 2010

Third group: ☐, ☐☐☐☐ hours of instruction as of February 1, 2010

5. What is the current enrollment in your school?

☐, ☐☐☐☐

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

   a. is new this year? ☐☐☐☐ %

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

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

   TOTAL 100 %
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%

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

a. Regular elementary school
b. A regular school with a magnet program
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
d. Special education: a school that primarily serves students with disabilities
e. Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education
f. Private (independent)
g. Private (religiously affiliated)
h. Privately run public school
i. Other

10. 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%
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%

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%

13. About what percentage of this year’s fourth-graders was held back and is repeating fourth 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.
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.

☐ 2009
☐ 2008
☐ 2007
☐ 2006
☐ 2005
☐ 2004 or earlier

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 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.

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.

<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>
</tr>
<tr>
<td>e. Special education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. During a typical week of school, what is the total number of regularly scheduled volunteers working in the school?

- 0
- 1–3
- 4–6
- 7–10
- More than 10

For all teacher counts entered in item 22:

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

22. 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
Part II: Civics, Geography, and U.S. History

For the purposes of this questionnaire, “civics” means the study of basic concepts about the theory and practice of constitutional democracy in the United States. Also included is the development of intellectual and participatory civic skills, as well as the disposition to assume the rights and responsibilities of individuals in society.

1. In what grade do students in your school typically receive instruction with a primary focus on the following subjects? Fill in all ovals that apply.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prior to the 4th grade</th>
<th>In the 4th grade</th>
<th>After the 4th grade</th>
<th>Students do not receive instruction with a primary focus on this subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. State and local history</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>b. United States history</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>c. Civics/government</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>d. Geography</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
2. To what extent have you emphasized each of the following topics in your fourth-grade social studies curriculum? Fill in **one** oval on each line.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not at all</th>
<th>Small extent</th>
<th>Moderate extent</th>
<th>Large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Change in U.S. democracy</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>b. People from various cultures</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>c. Technological changes</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>d. Economic changes</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>e. Role of the U.S. in the world</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>f. Politics and government</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>g. Foundations of U.S. democracy</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>h. The U.S. Constitution</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>i. World affairs</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>j. Roles of citizens in U.S. democracy</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>k. Space and place (i.e., basic concepts of physical and human geography)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>l. Environment and society (i.e., how people adapt to, depend on, and are affected by the natural environment)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
3. Does your school offer any of the following services for fourth-grade students who fall behind or need extra help in social studies? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tutoring</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>b. Placement of instructional aides in classrooms to provide assistance</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>c. Use of instructional aides for pull-out instruction</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>d. Extra work or homework</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>e. Before- or after-school programs</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>f. Saturday classes</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>g. Summer school program</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>h. Extra help for English language learners</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>
4. To what extent is your school’s social studies program for fourth-graders structured according to the following resources? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Not at all</th>
<th>Small extent</th>
<th>Moderate extent</th>
<th>Large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. District curriculum standards or frameworks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. State curriculum standards or frameworks</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>c. National curriculum standards or frameworks</td>
<td></td>
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<tr>
<td>d. School-based curriculum standards or frameworks</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>e. Results from district or school assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Results from state assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>g. Results from national assessments</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>h. Recommendations from district social studies department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Discretion of individual teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Commercially designed programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. To what extent does your school’s fourth-grade social studies curriculum (e.g., U.S. history, civics, or geography) focus on preparation for the following types of assessments? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Not at all</th>
<th>Small extent</th>
<th>Moderate extent</th>
<th>Large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. District or school assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. State assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. National assessments</td>
<td></td>
<td></td>
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</tbody>
</table>
Part III: Writing

1. In your school, are any of the following resources available to English/language arts teachers? Fill in one oval on each line.

   a. Mentor or lead teacher assigned to help new English/language arts teachers with lesson plans, teaching strategies, classroom organization, etc.  
      Yes ☐ No ☐
   
   b. Mentor or lead teacher assigned to help experienced English/language arts teachers with lesson plans, teaching strategies, classroom organization, etc.  
      Yes ☐ No ☐
   
   c. Reading and/or English/language arts specialist  
      Yes ☐ No ☐

2. Are the following activities/programs offered in your school? Fill in one or more ovals on each line.

   a. Schoolwide writing initiative, such as specific guidelines or objectives for school writing instruction  
      Yes, provided by school or district personnel ☐ Yes, provided by professionals outside of my school or district ☐ No ☐
   
   b. Literacy or writing coaching for teachers  
      Yes ☐ No ☐
   
   c. Professional development in writing or teaching writing—for English/language arts teachers only  
      Yes ☐ No ☐
   
   d. Professional development in writing or teaching writing—for all teachers  
      Yes ☐ No ☐
3. To what extent are students at your school asked to write in content areas other than English/language arts—for example, in social studies, science, or mathematics classes?

☐ Not at all
☐ Small extent
☐ Moderate extent
☐ Large extent

4. Does your school evaluate students’ computer proficiency?

☐ Yes
☐ No

5. Does your school have policies on what students are allowed to do on school computers (for example, access to the Internet, downloading, or use of certain software)?

☐ Yes
☐ No

6. Does your school offer school-sponsored extracurricular activities such as clubs, competitions, fairs, or exhibits involving writing activities?

☐ Yes
☐ No
7. Does your school or district offer summer programs in writing remediation or enrichment to students? Fill in one oval on each line.

   Yes  No

  a. Remediation  A   B

  b. Enrichment   A   B

8. How many computers does your school have for student use?

   ,   ,   ,   ,
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.

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.

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

☐☐☐☐

3. How many times has your charter been renewed? (Enter 0 if you have not had to renew your charter yet.)

☐☐ Times | If “0 Times” skip to Question 6.

4. In which year was your charter most recently renewed?

☐☐☐☐

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5. For how many years was your charter renewed?
   - 1 to 3 years
   - 4 to 5 years
   - 6 to 10 years
   - 11 or more years

6. Who granted your school’s original charter?
   - School district
   - State board of education (includes State Board of Regents and District of Columbia Board of Education)
   - Postsecondary institution
   - State charter-granting agency
   - City or state public charter school board
   - Other

7. Is your charter school a newly created school or was it converted from a pre-existing school?
   - Newly created school → Skip to Question 9.
   - Converted from a pre-existing school → Go to Question 8.

8. Was the pre-existing school a public school or a private school?
   - Public school
   - Private school
9. 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.

10. Among fourth-grade students who are new to your charter school this year, approximately what percentage performs at or above average on your state assessment?

☐ ☐ ☐ ☐ Percent

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

☐ Yes → Skip to Question 13.

☐ No → Go to Question 12.

12. Why does your school not participate in the National School Lunch Program?

☐ My school has eligible students but chooses not to participate in the program.

☐ My school does not have students who qualify for free or reduced-price lunches.

☐ My school does not have a cafeteria or does not serve lunch.

☐ Other
13. What is the legal status of your school?

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

14. Who has primary control or authority over the following aspects of your school? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Aspects of your school</th>
<th>Your school</th>
<th>Management company</th>
<th>District/charter-granting agency</th>
<th>Governing board/board of trustees</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Total budget</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>b. Purchase of supplies and equipment</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>c. School calendar</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>d. Student discipline policies (e.g., suspension/expulsion)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>e. Curriculum</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>f. Personnel, including hiring of teaching staff</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>
15. In which of the following areas is your school monitored/audited by the state or your school’s charter-granting agency? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes, by state</th>
<th>Yes, by charter-granting agency</th>
<th>Not monitored</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Curriculum topics taught</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Teaching methods used</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Student achievement</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Student behavior</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Student attendance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. School governance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. School finances</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Compliance with state or federal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>regulations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Special education services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
16. Are you **required** to report directly to any of the following groups on your school’s progress? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Chartering agency</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Parents</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Community/general public</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. School governing board</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Private funders or donors</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. State board of education</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. State department of education (if this is not the chartering agency)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Legislature</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

17. Have you asked parents why they chose to send their children to your school this year?

- ☒ No ➔ **You have finished the survey. Thank you for your time.**
- ☐ Yes, we have asked some parents about this. ➔ **Go to Question 18.**
- ☐ Yes, we have asked all or most of the parents. ➔ **Go to Question 18.**
18. Of the parents you asked, about how many indicated that they chose to send their children to your school for the following reasons? Fill in one oval on each line.

<table>
<thead>
<tr>
<th>Reason</th>
<th>None</th>
<th>Less than half</th>
<th>About half</th>
<th>About three-quarters</th>
<th>All or almost all</th>
<th>Did not ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Their child was performing poorly in another school.</td>
<td>A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>b. They wanted a more rigorous curriculum for their child.</td>
<td>A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>c. They wanted the particular curricular focus this school has.</td>
<td>A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>d. They wanted a safer environment for their child.</td>
<td>A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>e. They were seeking greater parental involvement in their child’s education.</td>
<td>A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>f. They wanted smaller class sizes.</td>
<td>A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
<tr>
<td>g. Other reason</td>
<td>A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>