



Reading and Mathematics School Questionnaire

2011
Grade 4

SCHOOL QUESTIONNAIRE

GRADE 4

During the 2010–2011 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 reading and mathematics. 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

,

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

VB337250

2. What is the current enrollment in your school?

,

3. Approximately what percentage of fourth-graders in your school is new this year?

 %

4. 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%

5. 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

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

VC311012

Yes

No

a. Regular elementary school

A

B

VC311014

b. A regular school with a magnet program

A

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

A

B

VC311016

d. Special education: a school that primarily serves students with disabilities

A

B

VC311017

e. Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular or special education

A

B

VE241539

f. Private (independent)

A

B

VC311020

g. Private (religiously affiliated)

A

B

VC311021

h. Privately run public school

A

B

VC311022

i. Other

A

B

VC311024

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

HE000917

A 0–2%

B 3–5%

C 6–10%

D More than 10%

8. 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%

9. 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%

10. 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%

HE002094

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

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

VB556173

12. How does the school operate the program?

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

VE382479

13. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected?

- Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- Ⓑ 2010
- Ⓒ 2009
- Ⓓ 2008
- Ⓔ 2007
- Ⓕ 2006
- Ⓖ 2005 or earlier

14. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

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

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

- Ⓐ No
- Ⓑ Yes, our school receives funds, which are targeted to eligible students.
- Ⓒ Yes, our school receives funds, which are used for schoolwide purposes.

VB485284

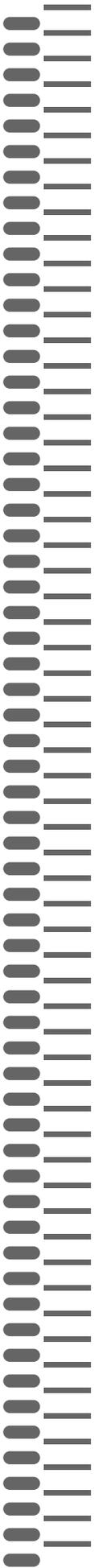
16. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire.

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Targeted Title I services	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB610145
b. Gifted and talented program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB485286
c. Instruction provided in student's home language (non-English)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB485287
d. English-as-a-second-language (not in a bilingual education program)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB485288
e. Special education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	VB485289

VE101901

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

- A 0
- B 1-3
- C 4-6
- D 7-10
- E More than 10



For all teacher counts entered in item 18:

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

18. 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: Reading

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

VB380370

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

2. Is there a reading specialist or coach available (full- or part-time) to fourth-graders at your school?

VE013302

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



VE013312

3. To what extent are any of the following a responsibility of the reading specialist or coach available to fourth-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 reading content or the teaching of reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013314
b. Conduct professional development for groups of teachers about reading content or the teaching of reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013315
c. Provide reading instruction to students on various topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013318
d. Provide reading instruction to students at various grade levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013319
e. Provide reading enrichment to some student groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013320



VC190984

4. To what extent is your school's reading 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	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC190986
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC190987
c. Results from state/district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC190988
d. In-school curriculum frameworks and standards for learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC190989
e. Results from school assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC190990
f. Recommendations from school reading/language arts department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC190992
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC190993
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC190995

VC311130

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Federally mandated assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311147
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311149
c. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311150
d. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311151



6. Does your school have the following personnel to assist with reading class instruction for fourth-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	VE013326
b. Reading specialists or coaches	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013327
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013329
d. Certified ELL/bilingual education teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013330
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	VE013331
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013333
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	VE013335
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	VE013336

Part III: Mathematics

1. Are fourth-grade teachers in your school required to set aside a certain amount of time each day for mathematics instruction? VB525184

A Yes

B No

2. Are fourth-grade students from different classes typically **grouped** for mathematics instruction by ability and/or achievement levels (so that some instruction groups are higher in average mathematics ability and/or achievement levels than others)? VB525182

A Yes

B No

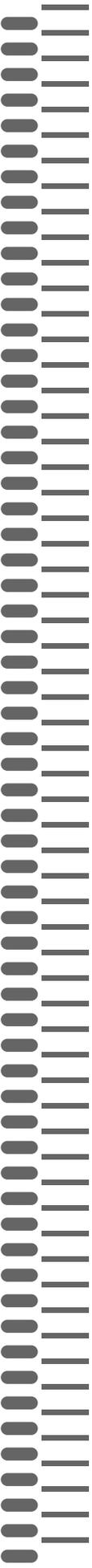
3. How often are fourth-grade students' mathematics placements evaluated? VB525183

A Once a year

B Once a marking period (semester, trimester)

C More than once a marking period

D Students are not grouped by ability.



4. At each of the following grades, how much emphasis does your school's mathematics curriculum place on instructing students in **algebraic concepts**, such as patterns and writing number sentences? Fill in **one** oval on each line.

	Not taught	No emphasis	Little emphasis	Moderate emphasis	Heavy emphasis	Grade not in school	
a. Third grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VC188711
b. Fourth grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VC188713
c. Fifth grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VC188714
d. Sixth grade	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VC188715

5. Approximately what percentage of fourth-grade students receive instruction in **algebraic concepts**, such as patterns and writing number sentences?

- A 0%
- B 1–25%
- C 26–50%
- D 51–75%
- E 76–100%

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

- A Yes, available full-time to my school → *Go to Question 7.*
- B Yes, available part-time to my school → *Go to Question 7.*
- C No → *Skip to Question 8.*

7. To what extent are any of the following a responsibility of the mathematics specialist or coach available to fourth-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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013344
b. Conduct professional development for groups of teachers about mathematics content or the teaching of mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013345
c. Provide mathematics instruction to students on various topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013347
d. Provide mathematics instruction to students at various grade levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013348
e. Provide mathematics remediation/ intervention to some student groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013349
f. Provide mathematics enrichment to some student groups	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE013350

VC311202

8. 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

VC311195

9. To what extent does your school's fourth-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	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311197
b. State assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311198
c. District assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311199
d. School assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC311200

10. Approximately what percentage of your school's classrooms has the following technological resources for fourth-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	VE013352
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	VE013353
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	VE013354
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	VE013355
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	VE013356
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	VE013357
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	VE013359
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	VE013360
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	VE013362
j. Handheld devices (e.g., personal digital assistants)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE509167

Part IV: Supplemental Charter School Questions

This section should be completed by the principal or the head of the school. If your school is a charter school, please continue. If your school is not a charter school, you have finished the survey. Thank you for your time.

VC311248

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

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school, or it may previously have been a public or private school.)

- Ⓐ Yes → *Go to Question 2.*
- Ⓑ No → ***You have finished the survey. Thank you for your time.***

VC104697

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

VC104703

3. 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

VC104758

4. 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.

VC104799

5. 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

