



Reading, Mathematics, and Science School Questionnaire

2015
Grade 4

Part I: School Characteristics and Policies

This questionnaire should be completed by the principal or the head of the school.

1. What grades are taught in your school? Select **all** squares that apply.

- (A) Pre-kindergarten
- (B) Kindergarten
- (C) 1st grade
- (D) 2nd grade
- (E) 3rd grade
- (F) 4th grade
- (G) 5th grade
- (H) 6th grade
- (I) 7th grade
- (J) 8th grade
- (K) 9th grade
- (L) 10th grade
- (M) 11th grade
- (N) 12th grade

2. Can your school be described by any of the following? Select **all** squares that apply.

- (A) Elementary school
- (B) Middle or junior high school
- (C) Secondary school
- (D) Regular school with a magnet program
- (E) A magnet school or a school with a special program emphasis, e.g., science/mathematics school, performing arts school, talented/gifted school, foreign language immersion school
- (F) Special education school: primarily serves students with disabilities
- (G) Alternative school: offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special, or vocational education
- (H) Private independent school
- (I) Private religiously affiliated school
- (J) Independent charter school
- (K) Charter school administered by local school district
- (L) Other (specify): _____

3. What is the current enrollment in your school?

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

%

5. 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%

6. Last school year, approximately what percentage of students at your school enrolled after the first day of school?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

7. Last school year, approximately what percentage of students at your school left before the end of the school year?

- Ⓐ 0%
- Ⓑ 1–3%
- Ⓒ 4–6%
- Ⓓ 7–10%
- Ⓔ 11–20%
- Ⓕ Over 20%

8. 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%

9. 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%

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%

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

- Ⓐ Yes
- Ⓑ No → *Questions 12–14 are not applicable and will be skipped.*

12. How does the school operate the program?

- Ⓐ Student eligibility is determined individually, and eligible students receive free or reduced-price lunch. → *Question 13 is not applicable and will be skipped.*
- Ⓑ All students in school receive free lunch under special provisions (e.g., Provision 2 or 3).

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.
- Ⓑ 2014
- Ⓒ 2013
- Ⓓ 2012
- Ⓔ 2011
- Ⓕ 2010
- Ⓖ 2009 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.

16. Approximately what percentage of students in your school receives the following services? Select **one** circle in each row. 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	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB610145
b. Gifted and talented program	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB485286
c. Instruction provided in student's home language (non-English)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB485287
d. English-as-a-second-language (not in a bilingual education program)	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB485288
e. Special education	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	VB485289

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

- (A) 0
- (B) 1-5
- (C) 6-10
- (D) 11-15
- (E) 16-25
- (F) More than 25

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Select **one** circle in each row.

	Not applicable	0-10%	11-25%	26-50%	Over 50%	
a. Volunteer regularly to help in the classroom or another part of the school	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE588679
b. Attend teacher-parent conferences	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VE588681

For all teacher counts entered in item 19:

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

19. 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

20. Does your school offer tenure to teachers?

- Ⓐ Yes
- Ⓑ No

21. Of the following categories of teachers who were full-time teachers at your school at the end of the last school year, what percentage stayed on as full-time teachers for this school year? Select **one** circle in each row.

	0–10%	11–25%	26–50%	51–75%	76–90%	Over 90%	
a. Nontenured teachers who had taught for at least one year	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE588765
b. Tenured teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE588766

22. In the last school year, how many full-time teachers were new to your school?

If you answered 0, *Question 23 is not applicable and will be skipped.*

23. Of the full-time teachers who were new to your school last year, what percentage stayed on as full-time teachers for this school year?
- Ⓐ 0–10%
 - Ⓑ 11–25%
 - Ⓒ 26–50%
 - Ⓓ 51–75%
 - Ⓔ 76–90%
 - Ⓕ Over 90%

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

	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. Interpreting and analyzing informational texts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE634273
d. Understanding the process of reading or writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380373
e. Use of rubrics to evaluate student work	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE634274
f. Instructional strategies for teaching language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380374
g. Effective use of technology in reading instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE658951

Questions 2–5 ask about reading specialists and literacy coaches.

Reading specialists provide additional instructional support to students and have special expertise in assessing and diagnosing students’ reading strengths and needs.

Literacy coaches work with teachers to help them implement and use strategies to improve their students’ ability to read and write in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 2–5 based on the roles as defined in this paragraph.

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

- Ⓐ Yes, available full-time to fourth-grade students
- Ⓑ Yes, available part-time to fourth-grade students
- Ⓒ No → *Question 3 is not applicable and will be skipped.*

3. To what extent are each of the following a responsibility of the reading specialist(s) available to fourth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide reading instruction to students on various topics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE658962
b. Provide reading instruction to students at various ability levels	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659111

4. Is there a literacy coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No → *Question 5 is not applicable and will be skipped.*

5. To what extent are each of the following a responsibility of the literacy coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide assistance/support to individual teachers about reading content or the teaching of reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659056
b. Conduct professional development for groups of teachers about reading content or the teaching of reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659059

6. To what extent is your school's reading program structured according to the following resources? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC190986
b. District curriculum standards or curriculum guides	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC190987
c. Results from state/district assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC190988
d. In-school curriculum frameworks and standards for learning	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC190989
e. Results from school assessments	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC190990
f. Recommendations from school reading/language arts department	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC190992
g. Discretion of individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC190993
h. Commercially designed programs	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC190995
i. Internet resources	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659085

7. To what extent does your school’s fourth-grade reading curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

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

8. In addition to reading teachers, does your school have the following personnel to assist with reading class instruction for fourth-grade students with disabilities (SD)? Select **one** circle in each row.

	Yes	No	
a. Special Education teachers (and related service providers)	<input type="radio"/> A	<input type="radio"/> B	VE659160
b. Reading specialists or literacy coaches	<input type="radio"/> A	<input type="radio"/> B	VE659161
c. Speech pathologists	<input type="radio"/> A	<input type="radio"/> B	VE659162
d. Paraprofessionals or teacher aides who are trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VE659166
e. Paraprofessionals or teacher aides who are not trained to work with students with disabilities	<input type="radio"/> A	<input type="radio"/> B	VE659163
f. Parent volunteers	<input type="radio"/> A	<input type="radio"/> B	VE659165

9. In addition to reading teachers, does your school have the following personnel to assist with reading class instruction for fourth-grade English language learners (ELL)? Select **one** circle in each row.

	Yes	No	
a. Certified ELL/bilingual education teachers	<input type="radio"/>	<input type="radio"/>	VE659198
b. Reading specialists or literacy coaches	<input type="radio"/>	<input type="radio"/>	VE659192
c. Speech pathologists	<input type="radio"/>	<input type="radio"/>	VE659193
d. Paraprofessionals or teacher aides who are trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VE659197
e. Paraprofessionals or teacher aides who are not trained to work with students who are ELL	<input type="radio"/>	<input type="radio"/>	VE659194
f. Parent volunteers	<input type="radio"/>	<input type="radio"/>	VE659196

VB525184

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

- A Yes
- B No

VB525182

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)?

- A Yes
- B No

VB525183

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

- 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.

VC188706

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? Select **one** circle in each row.

	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

Questions 5–8 ask about mathematics resource teachers and mathematics coaches.

Mathematics resource teachers provide additional instructional support to students and have special expertise in assessing and diagnosing students’ mathematics strengths and needs to assist with learning and understanding.

Mathematics coaches work with teachers to help them implement and use strategies to improve their students’ ability to use mathematics in their classes.

In some schools, a single person may serve in both roles regardless of the title they have. Please answer questions 5–8 based on the roles as defined in this paragraph.

VE659399

5. In addition to their regular classroom teacher, is there a mathematics resource teacher available (full- or part-time) to fourth-grade students at your school?
- Ⓐ Yes, available full-time to fourth-grade students
 - Ⓑ Yes, available part-time to fourth-grade students
 - Ⓒ No → *Question 6 is not applicable and will be skipped.*

VE659419

6. To what extent are each of the following a responsibility of the mathematics resource teacher(s) available to fourth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide mathematics remediation/intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659422
b. Provide mathematics remediation/intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659423
c. Provide mathematics enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659424
d. Provide mathematics enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659425

7. Is there a mathematics coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No → *Question 8 is not applicable and will be skipped.*

8. To what extent are each of the following a responsibility of the mathematics coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support or assistance about mathematics content	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659462
b. Provide support or assistance about the teaching of mathematics to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659464
c. Conduct professional development about mathematics or the teaching of mathematics for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VE659463

9. To what extent is your school's mathematics program structured according to the following resources? Select **one** circle in each row.

	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	VC311204
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311209
c. Results from state/district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311210
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	VC311211
e. Results from school assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311212
f. Recommendations from school mathematics department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311213
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311214
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311215
i. Internet resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF018182

10. To what extent does your school's fourth-grade mathematics curriculum focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311198
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311199
c. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311200

11. Approximately what percentage of your school's classrooms has the following technological resources for fourth-grade mathematics instruction? Select **one** circle in each row.

	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

1. In addition to their regular classroom teacher, is there a science specialist available (full- or part-time) to fourth-grade students at your school?

- Ⓐ Yes, available full-time to fourth-grade students
- Ⓑ Yes, available part-time to fourth-grade students
- Ⓒ No → *Question 2 is not applicable and will be skipped.*

2. To what extent is each of the following a responsibility of the science specialist(s) available to fourth-grade students at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide science course-related support, remediation, or intervention to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158012
b. Provide science course-related support, remediation, or intervention to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158015
c. Provide science enrichment to individual students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158014
d. Provide science enrichment to groups of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VH158013

3. Is there a science coach available (full- or part-time) to fourth-grade teachers at your school?

- Ⓐ Yes, available full-time to fourth-grade teachers
- Ⓑ Yes, available part-time to fourth-grade teachers
- Ⓒ No → *Question 4 is not applicable and will be skipped.*

4. To what extent is each of the following a responsibility of the science coach(es) available to fourth-grade teachers at your school? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Provide support/assistance about science content or the teaching of science to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF640402
b. Provide technical support/assistance to individual teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF640403
c. Conduct professional development about science or the teaching of science for groups of teachers	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VF640404

5. To what extent is your school's science program structured according to the following resources? Select **one** circle in each row.

	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	VC304220
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304221
c. Results from state/district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304222
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	VC304223
e. Results from school assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304224
f. Recommendations from school science department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304225
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304226
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304227
i. Internet resources	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VH142091

6. To what extent does your school's fourth-grade science curricula focus on preparation for the following types of assessments? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304216
b. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304217
c. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC304218

7. Does your school have laboratory facilities for fourth-grade science instruction?

Yes

No → Question 8 is not applicable and will be skipped.

8. To what extent do your school's science laboratories that are available for fourth-grade instruction have the following features? Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Demonstration stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013388
b. Student lab stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013390
c. Storage areas for chemicals and other supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013391
d. Electricity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013394
e. Running water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013396
f. Gas for burners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013397
g. Hoods or air hoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013399
h. Safety equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013400
i. Computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013401
j. Internet connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VE013402

9. To what extent are any of the following available to fourth-grade teachers who teach science?
Select **one** circle in each row.

	Not at all	Small extent	Moderate extent	Large extent	
a. Science textbooks (including digital forms, such as online textbooks)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF864037
b. Science magazines and books (including digital forms, such as online magazines and books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VF864038
c. Supplies or equipment for science demonstrations	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013409
d. Supplies or equipment for science labs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013412
e. Student access to computers in class for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013413
f. Student access to computer labs for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013414
g. Teacher access to computers for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013415
h. Computerized science labs for classroom use	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013416
i. Audiovisual materials for science instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013417
j. Science kits	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013419
k. Scientific measurement instruments (e.g., telescopes, microscopes, thermometers, or weighing scales)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013420

10. Approximately what percentage of your school's classrooms has the following technological resources for fourth-grade science instruction? Select **one** circle in each row.

	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	VE013424
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	VE013425
c. Tablet 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	VH158022
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	VE013428
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	VE013429
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	VE013430
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	VE013432
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	VE013433
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	VE013434
j. Digital 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	VE013435
k. Graphing calculator	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013436
l. Handheld device (pocket-sized computing device, such as personal digital assistant or smartphone)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013437

Part IV: Science

	0%	1–25%	26–50%	51–75%	76–99%	100%	
m. Data collection sensors/probes (tool that connects to a handheld device or graphing calculator and detects motion, pH, temperature, light)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE013438
n. Online course management system (web-based software used to organize information, assignments, grades, and discussions)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE013439
o. Digital whiteboard (computerized display panels that can respond to fingertip command and creates a shared interactive space, akin to traditional chalkboards)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	VE013440

11. In this school year, is there a science club offered to fourth-grade students in your school? Select **one** circle in each row.

	Yes	No	
a. Teacher volunteered (initiated and run by individual teachers)	Ⓐ	Ⓑ	VF654583
b. School sponsored (initiated by school and run by school designated personnel)	Ⓐ	Ⓑ	VF654584
c. Partnered with external agencies (such as universities, science museums, or industries)	Ⓐ	Ⓑ	VF654585

12. To what extent does your school provide fourth-grade students with the following learning experiences? Select **one** circle in each row.

	Not at all	1–2 times per year	3 or more times per year	
a. Science fairs	Ⓐ	Ⓑ	Ⓒ	VH142332
b. Science competitions	Ⓐ	Ⓑ	Ⓒ	VH142334
c. Science-related field trips (including museums, zoos, aquariums, science centers, and other similar sites)	Ⓐ	Ⓑ	Ⓒ	VH142333

This section should be completed by the principal or the head of the school.

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
- Ⓑ No → *Questions 2–8 are not applicable and will be skipped.*

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

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3. Who granted your school's current charter?

- Ⓐ School district
- Ⓑ State board of education (includes state board of regents and District of Columbia State Board of Education)
- Ⓒ Postsecondary institution
- Ⓓ State charter-granting agency
- Ⓔ City or state public charter school board
- Ⓕ Other (specify): _____

4. 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

5. Is this school operated by a company or organization that also operates other charter schools?
- Ⓐ Yes
 - Ⓑ No

6. 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.

7. Does your school provide a written contract for parents?
- Ⓐ Yes, and parents are required to abide by it.
 - Ⓑ Yes, but signing it is voluntary.
 - Ⓒ No → *Question 8 is not applicable and will be skipped.*

8. Are the following elements addressed in your charter-parent contract? Select **one** circle in each row.

	Yes	No	
a. Dress code	<input type="radio"/> A	<input type="radio"/> B	VE588983
b. Home learning environment	<input type="radio"/> A	<input type="radio"/> B	VE588989
c. Homework	<input type="radio"/> A	<input type="radio"/> B	VE588981
d. Parent-teacher communication	<input type="radio"/> A	<input type="radio"/> B	VE588987
e. Parent volunteering	<input type="radio"/> A	<input type="radio"/> B	VE588991
f. School discipline policy	<input type="radio"/> A	<input type="radio"/> B	VE588985
g. Student attendance	<input type="radio"/> A	<input type="radio"/> B	VE588980
h. Student promotion policy	<input type="radio"/> A	<input type="radio"/> B	VE588988
i. Other (specify): _____ _____	<input type="radio"/> A	<input type="radio"/> B	VE592478