PRIVATE SCHOOL QUESTIONNAIRE
SCHOOLS AND STAFFING SURVEY
1999–2000 School Year

(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society
American Muslim Council
Association of Christian Schools International
Association of Christian Teachers and Schools
Association of Waldorf Schools of North America
Christian Schools International
Council for American Private Education
Evangelical Lutheran Church of America
Friends Council on Education
Jesuit Secondary Education Association
Lutheran Church-Missouri Synod
Department of School Ministry
Board for Congregational Services

National Association of Independent Schools
National Association of Private Schools for Exceptional Children
The National Catholic Educational Association
National Christian School Association
National Coalition of Girls’ Schools
National Independent Private Schools Association
North American Division of Seventh Day Adventists
Oral Roberts University Educational Fellowship
Torah Umesorah – National Society for Hebrew Day Schools
United States Catholic Conference
Wisconsin Evangelical Lutheran Synod

NOTICE

This report is authorized by law (20 U.S. Code 1221e). The results will be reported in statistical summaries.

FORM SASS-3B
(9-20-99)
DEAR PRINCIPAL/SCHOOL HEAD:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about schools such as policies, staffing patterns, student characteristics, and programs and services offered. We will report the data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1–800–221–1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132–0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 70 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.
1. INSTRUCTIONS
   a. We suggest using a pencil or ball point pen to answer this questionnaire.
   b. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).
   c. 

2a. Is the institution or organization named on the front of this questionnaire a school?
   1. Yes
   2. No – Please explain.

   0050

b. Is the school named on the front of this questionnaire a private school?
   For this survey, all elementary and secondary schools that are privately funded are considered private schools, e.g., Roman Catholic schools, Hebrew day schools, Lutheran schools, private boarding schools, nonsectarian private schools, etc.
   1. Yes
   2. No – Please describe the type of school (e.g., public school, Bureau of Indian Affairs school, state school, charter school, etc.).

   0051

2. Go to item 3 below.

c. Is the school named on the front of this questionnaire still in operation?
   1. Yes
   2. No – Please record the year when the school closed.

   0052

   0053

   Go to item 3 below.

d. Does this school teach students in one or more of grades K to 12, or comparable ungraded levels?
   1. Yes
   2. No – Please record the grade level(s) taught in this school (e.g., prekindergarten, adult education, postsecondary).

   0054

   0055

   Go to item 3 below.

e. Are this school’s name and grade range the same as that shown on the front page?
   NOTE – We have intentionally omitted prekindergarten (PK) from the grade range on the front page. If PK is the only difference between the school’s actual grade range and the range shown on the front page, please mark “Yes.”
   1. Yes
   2. No

3. If you marked “No” to any of questions 2a—e, please call the Census Bureau at 1–800–221–1204.
   If you marked “Yes” for all of questions 2a—e, continue with item 4.
4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

00:00

5. How many students were enrolled in each of the following grade levels around the first of October?

Report only for the school named on the front of this questionnaire.

Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school.

Mark the box for each grade level in which students are enrolled, and enter the number enrolled to the right.

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>Grades with students enrolled around October 1, 1999</th>
<th>Enrollment around October 1, 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Ungraded (including ungraded special education students)</strong></td>
<td>0090 1</td>
<td>0091</td>
</tr>
<tr>
<td><strong>b. Nursery and prekindergarten</strong></td>
<td>0058 1</td>
<td>0059</td>
</tr>
<tr>
<td><strong>c. Kindergarten (traditional year of school primarily for 5-year-olds prior to first grade)</strong></td>
<td>0060 1</td>
<td>0061</td>
</tr>
<tr>
<td><strong>d. Transitional (or readiness) kindergarten (extra year of school for kindergarten-age children who are judged not ready for kindergarten)</strong></td>
<td>0062 1</td>
<td>0063</td>
</tr>
<tr>
<td><strong>e. Transitional first (or prefirst) grade (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)</strong></td>
<td>0064 1</td>
<td>0065</td>
</tr>
</tbody>
</table>

YOUR COMMENTS
5. **Continued –**

**How many students were enrolled in each of the following grade levels around the first of October?**

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>Grades with students enrolled around October 1, 1999</th>
<th>Enrollment around October 1, 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. 1st</td>
<td>0066 1</td>
<td>0067</td>
</tr>
<tr>
<td>g. 2nd</td>
<td>0068 1</td>
<td>0069</td>
</tr>
<tr>
<td>h. 3rd</td>
<td>0070 1</td>
<td>0071</td>
</tr>
<tr>
<td>i. 4th</td>
<td>0072 1</td>
<td>0073</td>
</tr>
<tr>
<td>j. 5th</td>
<td>0074 1</td>
<td>0075</td>
</tr>
<tr>
<td>k. 6th</td>
<td>0076 1</td>
<td>0077</td>
</tr>
<tr>
<td>l. 7th</td>
<td>0078 1</td>
<td>0079</td>
</tr>
<tr>
<td>m. 8th</td>
<td>0080 1</td>
<td>0081</td>
</tr>
<tr>
<td>n. 9th</td>
<td>0082 1</td>
<td>0083</td>
</tr>
<tr>
<td>o. 10th</td>
<td>0084 1</td>
<td>0085</td>
</tr>
<tr>
<td>p. 11th</td>
<td>0086 1</td>
<td>0087</td>
</tr>
<tr>
<td>q. 12th</td>
<td>0088 1</td>
<td>0089</td>
</tr>
</tbody>
</table>

6. **What was the total number of students enrolled in this school around the first of October?**

*Please sum lines 5(a) through 5(q).*

| Students | 0900 |
**7a. Is this school coeducational?**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>No, it is an all-female school</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>No, it is an all-male school</td>
</tr>
</tbody>
</table>

*GO to item 8 below.*

**b. Around the first of October, how many MALE students attended this school?**

*Do NOT include prekindergarten, postsecondary, or adult education students.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Male students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

**8. Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were –**

*Do NOT include prekindergarten, postsecondary, or adult education students.*

**a. Hispanic, regardless of race** (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

**b. White, not of Hispanic origin?**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

**c. Black, not of Hispanic origin?**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

**d. American Indian or Alaska Native** (Aleut, Alaska Indian, Yupik, Inupiat)?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

**e. Asian or Pacific Islander** (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

**f. Total students** *(sum of entries in items 8a–e)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>
9. How long is the school day for students in this school?
   • Report BOTH hours and minutes, e.g., 6 hours and 0 minutes, 5 hours and 45 minutes,
     etc. If the length of day varies by grade level, record the longest day.

   Hours
   AND
   Minutes

10. How many days are in the school year for students in this school?

11. During the last school year (1998-1999), what is your best estimate of the percent of
    students in this school who were absent for the following number of days?

   % 0-9 days
   % 10-20 days
   % 21+ days
   (Percentage entries should sum to 100%)

12. During the last school year (1998-1999), what was the Average Daily Attendance
    (ADA) at this school?

13a. How long is the school day for a kindergarten, transitional kindergarten, or
     transitional first grade student?

   • Mark (X) only one box.

   0 School does not offer kindergarten, transitional kindergarten, or transitional first grade
   1 Full day (4 hours or more per day)
   2 Half day (less than 4 hours per day)
   3 Both offered

b. How many days per week does a kindergarten, transitional kindergarten, or
   transitional first grade student attend?

   If the number of days per week varies (e.g., some students attend 3 days per week and
   some attend 5 days per week), record the most days that a student would attend in a week.

   Days per week
14. What is the current enrollment CAPACITY of this school?

a. Capacity of permanent building(s)

- [ ] 0108 Students
- [ ] No permanent buildings

b. Capacity of temporary building(s)

- [ ] 0109 Students
- [ ] No temporary buildings

15. Does this school have a library or library media center?

(A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.)

(A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.)

- [ ] 0798 Yes
- [ ] No

16. What type of school is this?

Mark (X) only one box.

- [ ] 0110 REGULAR elementary or secondary
- [ ] MONTESSORI
- [ ] Elementary or secondary with a SPECIAL PROGRAM EMPHASIS (such as a science/math school, performing arts high school, foreign language immersion school, talented/gifted school, etc.)
- [ ] SPECIAL EDUCATION – primarily serves students with disabilities
- [ ] VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations
- [ ] ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school – Please describe

- [ ] EARLY CHILDHOOD PROGRAM/DAY CARE CENTER (e.g., kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.)
17. Is a major role of this school to support home schooling?

0905
1 ☐ Yes
2 ☐ No

18. Is this school located in a private home that is used primarily as a family residence?

0906
1 ☐ Yes
2 ☐ No

YOUR COMMENTS
### SCHOOL AFFILIATION: Items 19–22
This section asks about your school’s affiliation, association memberships, and accreditation.

#### 19a. Does this school have a religious orientation or purpose?
- 1. Yes
- 2. No → Go to item 20 on page 11.

#### b. Is this school affiliated with a religious organization or institution?
- 1. Yes
- 2. No

#### c. What is this school’s religious orientation or affiliation?
- 1. Roman Catholic
- 2. African Methodist Episcopal
- 3. Amish
- 4. Assembly of God
- 5. Baptist
- 6. Brethren
- 7. Calvinist
- 8. Christian (no specific denomination)
- 9. Church of Christ
- 10. Church of God
- 11. Church of God in Christ
- 12. Disciples of Christ
- 13. Episcopal
- 14. Friends
- 15. Greek Orthodox
- 16. Islamic
- 17. Jewish
- 18. Latter Day Saints
- 19. Lutheran Church -- Missouri Synod
- 20. Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
- 21. Wisconsin Evangelical Lutheran Synod
- 22. Other Lutheran
- 23. Mennonite
- 24. Methodist
- 25. Pentecostal
- 26. Presbyterian
- 27. Seventh-Day Adventist
- 28. Other – Specify
20. To which of the following associations or organizations does this school belong?

Mark (X) all that apply.

0911 0 ☐ This school does NOT belong to ANY associations or organizations.

RELIGIOUS

0912 1 ☐ Accelerated Christian Education (ACE) (or School of Tomorrow)
0913 1 ☐ American Association of Christian Schools (AACS)
0914 1 ☐ Association of Christian Schools International (ACSI)
0915 1 ☐ Association of Christian Teachers and Schools (ACTS)
0916 1 ☐ Christian Schools International (CSI)
0917 1 ☐ Council of Islamic Schools in North America (CISNA)
0918 1 ☐ Evangelical Lutheran Education Association (ELEA)
0919 1 ☐ Friends Council on Education (FCE)
0920 1 ☐ General Conference of the Seventh-Day Adventist Church (GCSDAC)
0921 1 ☐ Jesuit Secondary Education Association (JSEA)
0922 1 ☐ National Association of Episcopal Schools (NAES)
0923 1 ☐ National Catholic Educational Association (NCEA)
0924 1 ☐ National Christian School Association (NCSA)
0925 1 ☐ National Society of Hebrew Day Schools (NSHDS)
0926 1 ☐ Oral Roberts University Educational Fellowship (ORUEF)
0927 1 ☐ Solomon Schechter Day Schools (SSDS)
0928 1 ☐ Southern Baptist Association of Christian Schools (SBACS)
0929 1 ☐ Other religious school association(s) – Specify  

5929
20. Continued –

To which of the following associations or organizations does this school belong?  
Mark (X) all that apply.

**SPECIAL EMPHASIS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0930</td>
<td>American Montessori Society (AMS)</td>
</tr>
<tr>
<td>0931</td>
<td>Other Montessori association(s)</td>
</tr>
<tr>
<td>0932</td>
<td>Association of Military Colleges and Schools (AMCS)</td>
</tr>
<tr>
<td>0933</td>
<td>Association of Waldorf Schools of North America (AWSNA)</td>
</tr>
<tr>
<td>0934</td>
<td>Bilingual School Association (BSA)</td>
</tr>
<tr>
<td>0935</td>
<td>Council of Bilingual Education (CBE)</td>
</tr>
<tr>
<td>0936</td>
<td>Council for Exceptional Children (CEC)</td>
</tr>
<tr>
<td>0937</td>
<td>National Association of Private Schools for Exceptional Children (NAPSEC)</td>
</tr>
<tr>
<td>0938</td>
<td>Other association(s) for exceptional children</td>
</tr>
<tr>
<td>0939</td>
<td>European Council for International Schools (ECIS)</td>
</tr>
<tr>
<td>0940</td>
<td>National Association for the Education of Young Children (NAEYC)</td>
</tr>
<tr>
<td>0941</td>
<td>National Association of Bilingual Education (NABE)</td>
</tr>
<tr>
<td>0942</td>
<td>National Association of Laboratory Schools (NALS)</td>
</tr>
<tr>
<td>0943</td>
<td>National Coalition of Girls’ Schools (NCGS)</td>
</tr>
</tbody>
</table>
| 0944 | Other special emphasis association(s) – Specify  

**OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0945</td>
<td>Alternative School Network (ASN)</td>
</tr>
<tr>
<td>0946</td>
<td>Institute for Independent Education (IIE)</td>
</tr>
<tr>
<td>0947</td>
<td>National Association of Independent Schools (NAIS)</td>
</tr>
<tr>
<td>0948</td>
<td>State or regional independent school association</td>
</tr>
<tr>
<td>0949</td>
<td>National Coalition of Alternative Community Schools (NCACS)</td>
</tr>
<tr>
<td>0950</td>
<td>National Independent Private School Association (NIPSA)</td>
</tr>
<tr>
<td>0951</td>
<td>The Association of Boarding Schools (TABS)</td>
</tr>
</tbody>
</table>
| 0952 | Other school association(s) – Specify  

5944

5952
21. Has this school received accreditation from any accrediting agency?
   ("Accreditation" is defined as a peer review process which includes, but is not limited to,
   self study, site visits, cyclical reporting and evaluation.)

   1. Yes
   2. No ➔ GO to section III on page 14.

22. Has this school been accredited by--
   a. A state government accrediting agency?

   1. Yes
   2. No

   b. A state nonpublic school accrediting consortium or commission, or an accrediting
      association accepted by such consortium or commission?

   1. Yes
   2. No

   c. One or more of the seven "Regional or Transregional Accrediting Agencies" (Southern
      Association of Colleges and Schools, North Central Association of Colleges and
      Schools, New England Association of Schools and Colleges, Middle States
      Association of Colleges and Schools, Northwest Association of Schools and Colleges,
      Western Association of Schools and Colleges, Commission on International or
      Transregional Accreditation)?

   1. Yes
   2. No

   d. Accrediting association with full membership in the National Council for Private
      School Accreditation (NCPSA)?

   1. Yes
   2. No

   e. Other?

   1. Yes – Describe ➔
   2. No

YOUR COMMENTS
### TEACHER STAFFING: Items 23-26

This section asks about the status of teachers in your school.

### INSTRUCTIONS AND AN EXAMPLE FOR ITEM 23

In item 23, we ask for the number of teachers for grades K – 12 by the amount of time they teach at THIS school.

**Example:**

The following is an example to illustrate how to report teachers in this item for a school that includes prekindergarten through grade 8.

If this school has eight full-time teachers for grades 1–8, one full-time teacher who teaches kindergarten 1/2 time and prekindergarten 1/2 time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 23 as follows:

<table>
<thead>
<tr>
<th></th>
<th>Full-time teachers</th>
<th>Teach at least ¾ time but less than full time</th>
<th>Teach at least ½ time but less than ¾ time</th>
<th>Teach at least ¼ time but less than ½ time</th>
<th>Teach less than ¼ time</th>
<th>TOTAL TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>
23. Around October 1, 1999, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school in the following time categories?

Consider only the amount of time an individual works as a teacher during a typical week at THIS school.

Include:
- Regular classroom teachers;
- Teachers who teach subjects such as music, art, physical education, and special education;
- Teaching principals/administrators who teach a regularly scheduled class at this school.

Do NOT include:
- Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education;
- Student teachers, teacher aides, day care aides, or short-term substitute teachers;
- Counselors, library media specialists/librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school.

<table>
<thead>
<tr>
<th>Time Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time teachers</td>
<td>0</td>
</tr>
<tr>
<td>Teach at least ¾ time but less than full time</td>
<td>0</td>
</tr>
<tr>
<td>Teach at least ½ time but less than ¾ time</td>
<td>0</td>
</tr>
<tr>
<td>Teach at least ¼ time but less than ½ time</td>
<td>0</td>
</tr>
<tr>
<td>Teach less than ¼ time</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Teachers: 0
24. Of the full-time and part-time TEACHERS in this school around the first of October, how many were –
   a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b. White, not of Hispanic origin?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   c. Black, not of Hispanic origin?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   f. Total teachers (sum of entries in items 24a–e)

<table>
<thead>
<tr>
<th></th>
<th>Total teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Sum of entries in items 24a–e should equal the total teachers reported in item 23 on page 15 (full-time and part-time teachers).

25. How many full-time and part-time TEACHERS were absent on the most recent school day?

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. Does this school have students in any of grades 1-12 or comparable ungraded levels?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No ➔ GO to item 90 on page 57.</td>
</tr>
</tbody>
</table>
IV  GRADUATION REQUIREMENTS: Items 27–31
This section asks about years of instruction in various subjects required for graduation, as well as community service requirements and other assessments necessary for graduation.

27. Does this school grant high school diplomas?
   Do not include vocational certificates, certificates of attendance, or certificates of completion.
   1  Yes
   2  No ➔ (GO to section V on page 19.)

28. For high school graduates of the class of 2000, how many years of instruction are required in each of the following areas?
   Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc.

   a. English/Language arts
      0.0
   b. Mathematics
      0.0
   c. Computer science
      0.0
   d. Social sciences, social studies (e.g., history, geography, economics)
      0.0
   e. Physical or biological sciences
      0.0
   f. Foreign languages
      0.0
29a. Do these requirements reflect a 3-year or a 4-year program?
Mark (X) only one box.

0581 1  3-year program  ➔  GO to item 30a.
2  4-year program
3  Other

b. How many years?

0582  Years

30a. Does this school have a community service requirement for students in the class of 2000?

0583 1  Yes  ➔  GO to item 31a below.
2  No  ➔  GO to item 31a below.

b. Does this school require a certain number of hours of community service?

0584 1  Yes
2  No  ➔  GO to item 31a below.

c. How many hours are required?

0585  Hours

31a. Last school year (1998–1999), were any students enrolled in 12th grade?

0161 1  Yes
2  No  ➔  GO to section V on page 19.

b. How many students were enrolled in 12th grade around October 1, 1998?

0162  12th graders

c. How many students graduated from the 12th grade last year?

Include 1999 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

0163  Graduates
0  None  ➔  GO to section V on page 19.

d. Of those who graduated last year, approximately what percentage went to:

0165  %  Four-year colleges?
0166  %  Two-year colleges?
0167  %  Technical or other specialized schools?
32a. Do any students board at this school?

1 Yes
2 No ➔ GO to item 33a below.

b. How many students board at this school?

1 All

Students

33a. Does this school charge tuition for any students?

1 Yes
2 No ➔ GO to item 34 below.

b. Does this school have any policy for modifying or discounting tuition rates, such as on the basis of additional students from the same family, financial need, or church membership?

1 Yes
2 No

c. What is the highest ANNUAL tuition charged by this school for a full-time student?

_report in whole dollars._
_report do not include boarding fees._

$ [ ] [ ] [ ] [ ] [ ] .00 per year

34. Is this ENTIRE SCHOOL specifically for students who have been suspended or expelled, who have dropped out, or who have been referred for behavioral or adjustment problems?

1 Yes
2 No

YOUR COMMENTS
35. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

1 ☐ Yes
2 ☐ No ➔ (GO to section VI on page 21.)

36. Does this school use the following requirements for admission?

a. Admission test

1 ☐ Yes
2 ☐ No

b. Standardized achievement test

1 ☐ Yes
2 ☐ No

c. Academic record

1 ☐ Yes
2 ☐ No

d. Special student needs (e.g., students "at risk" or with disabilities)

1 ☐ Yes
2 ☐ No

e. Special student aptitudes, skills, or talents

1 ☐ Yes
2 ☐ No

f. Personal interview

1 ☐ Yes
2 ☐ No

g. Recommendations

1 ☐ Yes
2 ☐ No

h. Religious affiliation

1 ☐ Yes
2 ☐ No
### STUDENTS AND CLASS ORGANIZATION: Items 37–43
This section asks about curriculum options and school organization.

#### 37. Does this school use the following methods to organize classes or student groups?

- **a. Traditional grades or academic discipline-based departments**
  - 1 [ ] Yes
  - 2 [ ] No

- **b. Grades or groups subdivided into small groups such as "houses" or "families"**
  - 1 [ ] Yes
  - 2 [ ] No

- **c. Student groups that remain two or more years with the same teacher**
  - 1 [ ] Yes
  - 2 [ ] No

- **d. Interdisciplinary teaching**
  - (e.g., two or more teachers with different academic specializations collaborate to teach an interdisciplinary program to the same group of students)
  - 1 [ ] Yes
  - 2 [ ] No

- **e. Paired or team teaching**
  - (e.g., two teachers are jointly responsible for teaching a single group of students)
  - 1 [ ] Yes
  - 2 [ ] No

#### YOUR COMMENTS

---

**FORM SASS-3B (9-20-99)**

21
38. Has this school implemented the following?

a. **Scheduling of class periods to create extended instructional blocks of time** (block scheduling)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. **Before-school or after-school enrichment programs**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. **Academic intersessions or summer school activities for students needing extra assistance to meet academic expectations**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. **Academic intersessions or summer school activities for students seeking academic advancement or acceleration**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

e. **Year-round calendar to distribute school days across twelve months**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) **Do all students attend on the same cycle?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**YOUR COMMENTS**
39a. Does this school have students in one or more of grades 1–8?

1  ☐ Yes
2  ☐ No  ➔ Go to item 40a.

b. Which of the following best describes this school’s approach to providing instruction in core subjects (math, science, social studies, English/language arts) to regular students in grades 1–8?

Mark (X) only one box.

1  ☐ All classes in core subjects have students assigned into classrooms of mixed ability levels.
2  ☐ Some classes in core subjects have students assigned into classrooms of mixed ability levels.
3  ☐ Not applicable; only one class per grade

40a. Does this school have students in one or more of grades 9–12?

1  ☐ Yes
2  ☐ No  ➔ Go to item 42 on page 25.

b. Which of the following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in grades 9–12?

Mark (X) only one box.

1  ☐ Classes in ALL core subjects are differentiated by student ability level.
2  ☐ Classes in SOME core subjects are differentiated by student ability level.
3  ☐ Classes in core subjects are NOT differentiated by ability level.
4  ☐ Not applicable; only one class per grade

YOUR COMMENTS
41. Are the following opportunities available for students in this school?
   a. College credits offered through community colleges, colleges, or distance learning providers
      0157 1 [ ] Yes
            2 [ ] No
   b. Work-based learning or internships, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments
      0158 1 [ ] Yes
            2 [ ] No
   c. Career learning, as a class or part of a class in which students learn about possible careers
      0159 1 [ ] Yes
            2 [ ] No
   d. Job shadowing, in which students learn about a job by following the schedule of a person who holds that job
      0160 1 [ ] Yes
            2 [ ] No

YOUR COMMENTS
42. **Does this school offer the following programs?**

**a. Programs with special instructional approaches**  
(e.g., Montessori, self-paced instruction, open education, ungraded classrooms, etc.)

<table>
<thead>
<tr>
<th></th>
<th>0125</th>
<th>0126</th>
<th>0127</th>
<th>0128</th>
<th>0129</th>
<th>0130</th>
<th>0131</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>2</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

**b. Talented/gifted program**  
(Designed for students with specifically identified talents or exceptional academic achievement)

<table>
<thead>
<tr>
<th></th>
<th>0125</th>
<th>0126</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>2</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

**c. Immersion in a foreign language program**  
(The basic curriculum is offered in a foreign language instead of English or in addition to English.)

<table>
<thead>
<tr>
<th></th>
<th>0125</th>
<th>0126</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>2</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

**d. Advanced placement (AP) courses**

<table>
<thead>
<tr>
<th></th>
<th>0125</th>
<th>0126</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>2</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

**e. International Baccalaureate (IB)**  
(IB is an internationally licensed high school degree program.)

<table>
<thead>
<tr>
<th></th>
<th>0125</th>
<th>0126</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>2</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

**f. Specialized career academy**  
(Curriculum that integrates academic and vocational courses, organized around broad career areas)

<table>
<thead>
<tr>
<th></th>
<th>0125</th>
<th>0126</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>2</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

**g. Specialized Tech-Prep program(s)**  
(Vocational-technical instruction in the last two years of high school designed to prepare students for two years of postsecondary vocational instruction)

<table>
<thead>
<tr>
<th></th>
<th>0125</th>
<th>0126</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>2</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>
43. Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source?

a. A program for students with discipline or adjustment problems
   0132
   1  □ Yes
   2  □ No

b. Medical health care services
   (Services provided by trained professionals to diagnose and treat health problems of students)
   0133
   1  □ Yes
   2  □ No

c. Extended day or before-school or after-school day care programs
   0134
   1  □ Yes
   2  □ No

YOUR COMMENTS
**VII**

**RECRUITMENT AND HIRING OF TEACHERS: Items 44–50**

This section asks about teacher recruiting and hiring criteria, job offers, and dismissals.

44. Are the following criteria used in considering applicants for teaching positions in this school?

   a. **Full standard state certification for field to be taught**
      
      |   | Not used | Used but not required | Required |
      |---|---------|-----------------------|---------|
      | 1 |         |                       |         |
      | 2 |         |                       |         |
      | 3 |         |                       |         |

   b. **Certification by a private school association or organization**
      
      |   | Not used | Used but not required | Required |
      |---|---------|-----------------------|---------|
      | 1 |         |                       |         |
      | 2 |         |                       |         |
      | 3 |         |                       |         |

   c. **At least emergency or temporary state certification or endorsement for field to be taught**
      
      |   | Not used | Used but not required | Required |
      |---|---------|-----------------------|---------|
      | 1 |         |                       |         |
      | 2 |         |                       |         |
      | 3 |         |                       |         |

   d. **Graduation from a state-approved teacher education program**
      
      |   | Not used | Used but not required | Required |
      |---|---------|-----------------------|---------|
      | 1 |         |                       |         |
      | 2 |         |                       |         |
      | 3 |         |                       |         |

   e. **College major or minor in field to be taught**
      
      |   | Not used | Used but not required | Required |
      |---|---------|-----------------------|---------|
      | 1 |         |                       |         |
      | 2 |         |                       |         |
      | 3 |         |                       |         |

   f. **Passage of a STATE test of basic skills**
      
      |   | Not used | Used but not required | Required |
      |---|---------|-----------------------|---------|
      | 1 |         |                       |         |
      | 2 |         |                       |         |
      | 3 |         |                       |         |

   g. **Passage of a STATE test of subject knowledge**
      
      |   | Not used | Used but not required | Required |
      |---|---------|-----------------------|---------|
      | 1 |         |                       |         |
      | 2 |         |                       |         |
      | 3 |         |                       |         |
44. Continued –

Are the following criteria used in considering applicants for teaching positions in this school?

h. Passage of a local SCHOOL test of basic skills or subject knowledge

0484
1 □ Not used
2 □ Used but not required
3 □ Required

i. Passage of the Praxis Series Core Battery Test of Professional Knowledge

0485
1 □ Not used
2 □ Used but not required
3 □ Required

j. Passage of the Praxis II: Subject Assessment

0486
1 □ Not used
2 □ Used but not required
3 □ Required

YOUR COMMENTS
**45a.** Were there teaching vacancies in this school for this school year - that is, teaching positions for which teachers were recruited and interviewed?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0256</td>
<td>1</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>☐</td>
</tr>
</tbody>
</table>

**b.** Did this school use the following methods to cover the vacancies?

1. **(1) Hired a fully qualified teacher**
   - 0257
   - 1: ☐ Yes
   - 2: ☐ No

2. **(2) Hired a less-than-fully qualified teacher**
   - 0258
   - 1: ☐ Yes
   - 2: ☐ No

3. **(3) Cancelled planned course offerings**
   - 0259
   - 1: ☐ Yes
   - 2: ☐ No

4. **(4) Expanded some class sizes**
   - 0260
   - 1: ☐ Yes
   - 2: ☐ No

5. **(5) Added sections to other teachers’ normal teaching loads**
   - 0261
   - 1: ☐ Yes
   - 2: ☐ No

6. **(6) Assigned a teacher of another subject or grade level to teach those classes**
   - 0262
   - 1: ☐ Yes
   - 2: ☐ No

7. **(7) Assigned an administrator or counselor to teach the class**
   - 0263
   - 1: ☐ Yes
   - 2: ☐ No

8. **(8) Used long-term or short-term substitutes**
   - 0264
   - 1: ☐ Yes
   - 2: ☐ No

**YOUR COMMENTS**

---

**FORM SASS-3B (9-20-99)**
46. How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

<table>
<thead>
<tr>
<th>Field</th>
<th>Not applicable in this school</th>
<th>No vacancy in that field</th>
<th>Easy</th>
<th>Somewhat difficult</th>
<th>Very difficult</th>
<th>Could not fill the vacancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. General elementary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. Special education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. English/Language arts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. Social studies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. Computer science</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. Mathematics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>g. Biology or life sciences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>h. Physical sciences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>i. English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>j. Foreign languages</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>k. Music or art</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>l. Vocational or technical education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

YOUR COMMENTS
47a. For this school year, how many teachers were newly hired by this school for grades K–12 and comparable ungraded levels?

- Report head counts, not FTEs.

- Teachers

0 None → Go to item 48 on page 32.

b. Of the newly hired teachers, how many of the job offers to these teachers were made –

(1) Before the 1999 summer break?

- Offers

0 None

(2) During the first half of summer break?

- Offers

0 None

(3) During the second half of summer break?

- Offers

0 None

(4) After the beginning of this school year (1999–2000)?

- Offers

0 None

YOUR COMMENTS
48. Has this school used the following procedures to dismiss poor or incompetent teachers?
   a. Criteria for dismissal are met; teacher is dismissed
      0492  1 [ ] Yes
             2 [ ] No
   b. Poor or incompetent teachers identified and "counseled" out of teaching
      0493  1 [ ] Yes
             2 [ ] No
   c. Non-tenured teachers’ contracts are not renewed
      0494  1 [ ] Yes
             2 [ ] No

49. During the last school year, how many teachers of the following types were dismissed for poor performance?
   a. Teachers with 3 or fewer years of experience
      0495
      Teachers
             0 [ ] None
   b. Teachers with more than 3 years of experience
      0496
      Teachers
             0 [ ] None

50. How many months is the normal contract year for a teacher in this school?
   (Mark (X) only one box.)
   0499  1 [ ] 9 months
          2 [ ] 9 1/2 months
          3 [ ] 10 months
          4 [ ] 11 months
          5 [ ] 12 months

YOUR COMMENTS
COMPENSATION: Items 51–61
This section asks about the teacher salary schedule and benefit rates for teachers and other personnel in your school.

51. Is there a salary schedule for teachers in this school?

- 1 ☐ Yes
- 2 ☐ No ➔ GO to item 54 below.

52. According to the salary schedule, what is the normal yearly base salary for –

- A teacher with a bachelor’s degree and no teaching experience?

- A teacher with a bachelor’s degree and 10 years of teaching experience?

- A teacher with a master’s degree (or its equivalent in credit hours beyond a bachelor’s degree) and no teaching experience?

- A teacher with a master’s degree plus 30 credits, and no teaching experience?

- A teacher with a master’s degree (or its equivalent in credit hours) and 20 years of teaching experience?

- A teacher at the highest possible step on the salary schedule?

53. If you completed item 52 ➔ GO to item 55 on page 34.

54. What is the range of full-time teachers’ yearly base salaries in this school?

- A teacher with a bachelor’s degree and no teaching experience?

- A teacher with a bachelor’s degree and 10 years of teaching experience?

- A teacher with a master’s degree (or its equivalent in credit hours beyond a bachelor’s degree) and no teaching experience?

- A teacher with a master’s degree plus 30 credits, and no teaching experience?

- A teacher with a master’s degree (or its equivalent in credit hours) and 20 years of teaching experience?

- A teacher at the highest possible step on the salary schedule?

- A teacher with a master’s degree (or its equivalent in credit hours) and 20 years of teaching experience?

- A teacher at the highest possible step on the salary schedule?

- A teacher with a master’s degree (or its equivalent in credit hours) and 20 years of teaching experience?

- A teacher at the highest possible step on the salary schedule?

- A teacher with a master’s degree (or its equivalent in credit hours) and 20 years of teaching experience?

- A teacher at the highest possible step on the salary schedule?

- A teacher with a master’s degree (or its equivalent in credit hours) and 20 years of teaching experience?

- A teacher at the highest possible step on the salary schedule?
55. According to the school budget for this fiscal year, what is the estimated benefit rate for –

- Report rates as a percentage of payroll. Include school contributions on behalf of employees for Social Security and other payroll taxes; retirement; medical, dental, disability, unemployment, and life insurance; and all other fringe benefits.
- Report each rate to the nearest tenth.

a. Teachers?

0509 % of payroll

b. Non-professional personnel such as clerical and custodial staff?

0510 % of payroll

c. School administrators?

0511 1 [☐] Same as rate for teachers
2 [☐] Other rate

0512 % of payroll

d. Teacher aides?

0513 1 [☐] Same as rate for teachers
2 [☐] Same as rate for non-professional personnel
3 [☐] Other rate

0514 % of payroll

56a. Does an association or institution with which this school is affiliated make additional contributions for employee benefits for TEACHERS?

0515 1 [☐] Yes
2 [☐] No ➔ GO to item 57 on page 35.

b. What is the estimated benefit rate for such additional contributions by affiliated associations or institutions?

0516 % of payroll
57. Does this school offer the following benefits to TEACHERS?
   a. General medical insurance
      0517  1 [ ] Yes  
              2 [ ] No

   b. Dental insurance
      0518  1 [ ] Yes  
              2 [ ] No

   c. Group life insurance
      0519  1 [ ] Yes  
              2 [ ] No

58. Does this school offer the following income in-kind to TEACHERS?
   a. Housing
      0520  1 [ ] Yes  
              2 [ ] No

   b. Meals
      *Include free or reduced-price lunch.
      0521  1 [ ] Yes  
              2 [ ] No

   c. Transportation
      *Include mileage reimbursement for itinerant teachers.
      0522  1 [ ] Yes  
              2 [ ] No

   d. Tuition for their children
      0523  1 [ ] Yes  
              2 [ ] No
59. Does this school currently use any pay incentives such as cash bonuses, salary increases, or different steps on the salary schedule to –
   a. Reward teachers who have attained National Board for Professional Teaching Standards certification?
      0611 1 [ ] Yes
      2 [ ] No
   b. Reward excellence in teaching?
      0612 1 [ ] Yes
      2 [ ] No
   c. Reward completion of in-service professional development?
      0613 1 [ ] Yes
      2 [ ] No

60. Does this school currently use any pay incentives to recruit or retain teachers to teach in fields of shortage?
   0615 1 [ ] Yes
   2 [ ] No ➔ (GO to section IX on page 38.)

61. Are pay incentives offered to recruit or retain teachers to teach in the following fields?
   a. General elementary
      0616 1 [ ] Yes
      2 [ ] No
   b. Special education
      0617 1 [ ] Yes
      2 [ ] No
   c. English/Language arts
      0618 1 [ ] Yes
      2 [ ] No
   d. Social studies
      0619 1 [ ] Yes
      2 [ ] No
   e. Computer science
      0620 1 [ ] Yes
      2 [ ] No
   f. Mathematics
      0621 1 [ ] Yes
      2 [ ] No
61. Continued –

Are pay incentives offered to recruit or retain teachers to teach in the following fields?

<table>
<thead>
<tr>
<th></th>
<th>Physical sciences</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0622</td>
<td></td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Biological or life sciences</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0623</td>
<td></td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0624</td>
<td></td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Foreign languages</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0625</td>
<td></td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Music or art</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0626</td>
<td></td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Vocational or technical education</th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0627</td>
<td></td>
<td>1</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

YOUR COMMENTS
# IX

## PROFESSIONAL DEVELOPMENT: Items 62–67

This section asks for information on types of training programs, funding, and incentives for participation.

### 62. Does this school have a training or development program for aspiring school administrators?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0587</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 63. Does this school provide the following professional development opportunities for school administrators?

#### a. Administrative internships

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0588</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### b. Training in management techniques

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0589</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### c. Training in evaluation and supervision

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0590</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### d. Training to use technology for planning, budgeting, decision-making, and reporting

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0591</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### e. Training about advances in curriculum, teaching, and assessment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0592</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### f. Formal networking opportunities for personnel with similar responsibilities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0593</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### g. Reimbursement to attend local, state, and national conferences

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0594</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### h. Funding for university or college course work

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0595</td>
<td>Yes</td>
</tr>
</tbody>
</table>
63. Continued –

Does this school provide the following professional development opportunities for school administrators?

i. Opportunities to serve as mentors within the school

0596
1 ☐ Yes
2 ☐ No

j. Strategic planning retreats

0597
1 ☐ Yes
2 ☐ No

k. Opportunities to visit other schools

0598
1 ☐ Yes
2 ☐ No

64. With regard to the in-service professional development activities for TEACHERS in this school, who has PRIMARY responsibility for –

Mark (X) only one box in a, b, and c.

a. Deciding the content?

0599
1 ☐ Teachers
2 ☐ Principals or other school staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

b. Designing and planning the activities?

0600
1 ☐ Teachers
2 ☐ Principals or other school staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

C. Conducting the activities?

0601
1 ☐ Teachers
2 ☐ Principals or other school staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)
65. Are the following sources of funding for teacher professional development activities used in this school?

<table>
<thead>
<tr>
<th>Source</th>
<th>Code</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>General school operating funds</td>
<td>0603</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special project budgets</td>
<td>0605</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School improvement funds</td>
<td>0606</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td>0607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eisenhower program</td>
<td>0608</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other federal programs</td>
<td>0609</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private sector grants</td>
<td>0610</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

YOUR COMMENTS
66. Is free training available in this school, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages?

0628 1 Yes
2 No → GO to section X on page 43.

67. Is this free training provided for the following fields?

a. General elementary

0629 1 Yes
2 No

b. Special education

0630 1 Yes
2 No

c. English/Language arts

0631 1 Yes
2 No

d. Social studies

0632 1 Yes
2 No

e. Computer science

0633 1 Yes
2 No

f. Mathematics

0634 1 Yes
2 No

g. Physical sciences

0635 1 Yes
2 No

h. Biological or life sciences

0636 1 Yes
2 No
67. Continued –

Is this free training provided for the following fields?

i. **English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education**

   - 0637
     - 1 Yes
     - 2 No

j. **Foreign languages**

   - 0638
     - 1 Yes
     - 2 No

k. **Music or art**

   - 0639
     - 1 Yes
     - 2 No

l. **Vocational or technical education**

   - 0640
     - 1 Yes
     - 2 No

YOUR COMMENTS
68. **Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?**

- Report only for the grade range shown on the front page.
- Please read through all of the categories (a–l) listed below before starting to answer.

Staff with **part-time positions or assignments** include:

- Employees you share with other schools.
- Employees who perform more than one function at this school; for example, a teaching principal would be counted as a part-time principal.
- Employees who work part-time.

<table>
<thead>
<tr>
<th>Category</th>
<th>PART-TIME</th>
<th>FULL-TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Principals/School heads</td>
<td>0  None</td>
<td>0  None</td>
</tr>
<tr>
<td>b. Vice principals and assistant principals/school heads</td>
<td>0  None</td>
<td>0  None</td>
</tr>
<tr>
<td>c. Other managers, such as business manager, development director, director of admissions</td>
<td>0  None</td>
<td>0  None</td>
</tr>
<tr>
<td>d. Instructional coordinators and supervisors, such as curriculum specialists</td>
<td>0  None</td>
<td>0  None</td>
</tr>
<tr>
<td>e. Library media specialists/Librarians</td>
<td>0  None</td>
<td>0  None</td>
</tr>
<tr>
<td>f. School counselors, excluding psychologists and social workers</td>
<td>0  None</td>
<td>0  None</td>
</tr>
</tbody>
</table>
68. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

<table>
<thead>
<tr>
<th>g. Student support services professional staff</th>
<th>PART-TIME</th>
<th>FULL-TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Nurses</td>
<td>0217</td>
<td>0218</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>(2) Social workers</td>
<td>0219</td>
<td>0220</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>(3) Psychologists</td>
<td>0221</td>
<td>0222</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>(4) Speech therapists or pathologists</td>
<td>0223</td>
<td>0224</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>(5) Other student support services professional staff</td>
<td>0225</td>
<td>0226</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

YOUR COMMENTS
68. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

<table>
<thead>
<tr>
<th>Category</th>
<th>PART-TIME</th>
<th>FULL-TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>h. Aides or assistants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Library media center aides</td>
<td>0229</td>
<td>0230</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td>(2) Special education aides</td>
<td>0231</td>
<td>0232</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td>(3) Regular Title I aides</td>
<td>0233</td>
<td>0234</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td>(4) Bilingual/ESL teacher aides</td>
<td>0235</td>
<td>0236</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td>(5) Other teacher aides such as kindergarten aides</td>
<td>0237</td>
<td>0238</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td>(6) Health and other non-instructional aides</td>
<td>0239</td>
<td>0240</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td><strong>i. Secretaries and other clerical support staff</strong></td>
<td>0241</td>
<td>0242</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td><strong>j. Food service personnel</strong></td>
<td>0243</td>
<td>0244</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td><strong>k. Custodial, maintenance, and security personnel</strong></td>
<td>0245</td>
<td>0246</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
<tr>
<td><strong>l. Other employees not reported above or in item 23 on page 15</strong></td>
<td>0247</td>
<td>0248</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
<td>0 None</td>
</tr>
</tbody>
</table>
This section asks about parental involvement in your school and school safety programs.

**69.** LAST SCHOOL YEAR (1998–1999), were the following means of facilitating parent participation in place at this school? (*Parents* includes parents and other family members.)

*NOTE:* If you mark "Yes" for an activity, please mark the appropriate box to indicate the proportion of parental participation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Few</th>
<th>Less than half</th>
<th>About half</th>
<th>More than half</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Open house or back-to-school night</td>
<td>0168 1</td>
<td>2</td>
<td>0169 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Regularly scheduled schoolwide parent-teacher conferences</td>
<td>0170 1</td>
<td>2</td>
<td>0171 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Special subject-area events (e.g., science fair, concert)</td>
<td>0172 1</td>
<td>2</td>
<td>0173 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Parent education workshops or courses</td>
<td>0174 1</td>
<td>2</td>
<td>0175 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Written contract between school and parent</td>
<td>0176 1</td>
<td>2</td>
<td>0177 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Parents as volunteers in the school</td>
<td>0178 1</td>
<td>2</td>
<td>0179 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Parents involved in instructional issues</td>
<td>0180 1</td>
<td>2</td>
<td>0181 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Parents involved in governance</td>
<td>0182 1</td>
<td>2</td>
<td>0183 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Parents involved in budget decisions</td>
<td>0184 1</td>
<td>2</td>
<td>0185 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
70. THIS SCHOOL YEAR (1999–2000), does this school have the following?
   a. A staff member assigned to work on parent involvement
      0186 1  Yes
            2  No

   b. A log of parent participation maintained by parents or staff
      0187 1  Yes
            2  No

   c. A reliable system of communication with parents, such as newsletters or phone trees
      0188 1  Yes
            2  No

   d. Services to support parent participation, such as providing child care or transportation
      0189 1  Yes
            2  No

   e. A parent drop-in center or lounge
      0190 1  Yes
            2  No

   f. A requirement that teachers send information home to parents explaining school lessons
      0191 1  Yes
            2  No

   g. A requirement that teachers provide suggestions for activities that parents can do at home with their child
      0192 1  Yes
            2  No

   h. A requirement that teachers create homework assignments that involve parents
      0193 1  Yes
            2  No

71a. Does this school currently have a drug, alcohol, or tobacco use prevention program?
      0194 1  Yes
            2  No ➔ GO to item 72 on page 48.

    b. Is there a formal procedure in place to assess the effectiveness of this prevention program?
      0195 1  Yes
            2  No
72. Does this school currently have the following?

   a. A requirement that visitors sign or check in
      |   | Yes | No |
      | 0196 | 1 | ☐ | ☐ |
      | 2 | ☐ | ☑ |

   b. Metal detectors through which all students must pass each day
      |   | Yes | No |
      | 0197 | 1 | ☐ | ☑ |
      | 2 | ☐ | ☑ |

   c. Random metal detector checks on students
      |   | Yes | No |
      | 0198 | 1 | ☐ | ☑ |
      | 2 | ☐ | ☑ |

   d. A requirement that all or most students stay on school grounds during lunch
      |   | Yes | No |
      | 0199 | 1 | ☐ | ☑ |
      | 2 | ☐ | ☑ |

   e. Drug sweeps
      |   | Yes | No |
      | 0200 | 1 | ☐ | ☑ |
      | 2 | ☐ | ☑ |

   f. Daily presence of police or security personnel
      |   | Yes | No |
      | 0201 | 1 | ☐ | ☑ |
      | 2 | ☐ | ☑ |

   g. Video surveillance
      |   | Yes | No |
      | 0202 | 1 | ☐ | ☑ |
      | 2 | ☐ | ☑ |

73a. Does this school currently have a violence prevention program?

      |   | Yes | No |
      | 0203 | 1 | ☐ | ☑ |
      | 2 | ☐ | ☑ | → Go to section XII on page 49.

b. Is there a formal procedure in place to assess the effectiveness of this violence prevention program?

      |   | Yes | No |
      | 0204 | 1 | ☐ | ☑ |
      | 2 | ☐ | ☑ |
TECHNOLOGY: Items 74 and 75
These items ask about technology in your school.

74a. What is the total number of computers in this school?

0277 Number of computers

b. How many of these computers currently have access to the Internet?

0278 Number of computers

0 None

0279 Number of computers

0 None

74a. Of the total number of computers in your school (i.e., those in question 74a), how many are used for instructional purposes?

0279 Number of computers

0 None

YOUR COMMENTS
75a. Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? This person functions, either formally or informally, as a COMPUTER/TECHNOLOGY COORDINATOR with knowledge of educational uses of computer hardware and software.

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

0280
1 No one serves as this type of coordinator. Teachers who use computers take care of this need for themselves.
2 A full-time school-level coordinator (who has no other job responsibility)
3 A library media specialist who also serves as computer coordinator
4 A full-time teacher who also has the title of this type of coordinator
5 A teacher informally provides leadership to other teachers who use computers
6 The principal or another school administrator serves this function at this school
7 A part-time teacher serves this function
8 Another person – Describe

5280

75b. Which of the following statements best describes the person at this school who does, or helps teachers with, technical computer set-up and maintenance? This person functions, either formally or informally, as a COMPUTER/TECHNICAL SUPPORT PERSON.

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

0281
1 No one serves as this type of technical support person. Teachers who use computers take care of this need for themselves.
2 A full-time school-level technical support person (who has no other job responsibility)
3 A library media specialist who also serves as a technical support person
4 A full-time teacher who also has the title of this type of technical support person
5 A teacher informally provides assistance to other teachers who use computers
6 The principal or another school administrator serves this function at this school
7 A part-time teacher serves this function
8 Another person – Describe

5281
SPECIAL PROGRAMS AND SERVICES: Items 76–92
This section asks about various programs and services in your school.

76a. Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school ELIGIBLE for free or reduced-price lunches?

- [ ] Yes
- [ ] No
- [ ] Don’t know

GO to item 77 below.

b. Around the first of October, how many students at this school were ELIGIBLE for free or reduced-price lunches?

Report a separate count for prekindergarten students.

- [ ] Prekindergarten students eligible
  - [ ] None

- [ ] Other students eligible
  - [ ] None

0282

76b. Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten applicants.

- [ ] Prekindergarten applicants approved
  - [ ] None

- [ ] Other applicants approved
  - [ ] None

0284

0283

0286

0287

c. Does this school participate in the National School Lunch Program?

- [ ] Yes
- [ ] No

GO to item 77 below.

76c. Does this school participate in the National School Lunch Program?

- [ ] Yes
- [ ] No

GO to item 77 below.

d. Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten applicants.

- [ ] Prekindergarten applicants approved
  - [ ] None

- [ ] Other applicants approved
  - [ ] None

0284

76d. Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten applicants.

- [ ] Prekindergarten applicants approved
  - [ ] None

- [ ] Other applicants approved
  - [ ] None

0284

0286

0287

77. Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

(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.)

- [ ] Yes
- [ ] No

Continue with item 78 on page 52.

GO to item 82a on page 53.
78. How many students are served by this Title I program?

0290  Students

79. At which grade levels are students receiving Title I services?

Mark (X) all that apply.

0291 1  Prekindergarten  0299 1  7th
0292 1  Kindergarten  0300 1  8th
0293 1  1st  0301 1  9th
0294 1  2nd  0302 1  10th
0295 1  3rd  0303 1  11th
0296 1  4th  0304 1  12th
0297 1  5th  0305 1  Ungraded
0298 1  6th

80. Are students receiving Title I services in –

a. Reading/Language arts?

0306 1  Yes
2  No

b. Mathematics?

0307 1  Yes
2  No

c. English as a Second Language (ESL)?

0308 1  Yes
2  No

81. Where do these students receive Title I services?

Mark (X) all that apply.

0311 1  In this school building
0312 1  In a mobile unit or van
0313 1  In a public school
0314 1  Other – Describe

5314
82a. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

*Do not include prekindergarten, postsecondary, or adult education students.*

<table>
<thead>
<tr>
<th>0315</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>None ➔</td>
</tr>
</tbody>
</table>

b. How many of these IEP students are in each of the following instructional settings?

*The sum of entries in item 82b should equal the entry in item 82a above.*

<table>
<thead>
<tr>
<th>0316</th>
<th>All day in a regular classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>0317</td>
<td>Most of the day in a regular classroom (1–20 percent of the school day receiving special education and related services outside the regular classroom)</td>
</tr>
<tr>
<td>0318</td>
<td>Some of the day in a regular classroom (21–60 percent of the school day receiving special education and related services outside the regular classroom)</td>
</tr>
<tr>
<td>0319</td>
<td>Little or none of the day in a regular classroom (61–100 percent of the school day receiving special education and related services outside the regular classroom)</td>
</tr>
</tbody>
</table>

83a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

*Do not include prekindergarten, postsecondary, or adult education students.*

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

<table>
<thead>
<tr>
<th>0320</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes ➔</td>
</tr>
<tr>
<td>2</td>
<td>No ➔</td>
</tr>
</tbody>
</table>

b. How many limited-English proficient students are enrolled in this school?

| 0321 | Students |

YOUR COMMENTS
84. Are the following used to determine whether a student is limited-English proficient?

a. Information provided by parent
   0322 1 □ Yes
   2 □ No

b. Teacher observation or referral
   0323 1 □ Yes
   2 □ No

c. Home language survey
   0324 1 □ Yes
   2 □ No

d. Student interview
   0325 1 □ Yes
   2 □ No

e. Student records
   0326 1 □ Yes
   2 □ No

f. Achievement test
   0327 1 □ Yes
   2 □ No

g. Language proficiency test
   0328 1 □ Yes
   2 □ No

YOUR COMMENTS
85. Does this school have instruction specifically designed to address the needs of limited-English proficient students?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

GO to item 88 on page 56.

86. Are limited-English proficient students provided with the following types of language instruction?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instruction in English language using approaches such as ESL, structured immersion, or bilingual education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Instruction to maintain the student’s fluency in his/her native language, such as Spanish lessons for Spanish speakers

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Instruction in regular English/language arts classrooms

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

87. How are limited-English proficient students taught subject matter courses such as mathematics, science, and social studies?

Are they taught –

a. In their native language?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Using ESL, bilingual, or immersion techniques?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. In regular English-speaking classrooms?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
88. Are the following methods used to teach limited-English proficient students?
   
   a. Compensatory or remedial classes

   0336  1  Yes
   2  No

   b. Special education

   0337  1  Yes
   2  No

   c. Regular classes

   0338  1  Yes
   2  No

89. Does this school provide the following services for parents with limited-English skills?

   a. Interpreters for meetings or parent-teacher conferences

   0339  1  Yes
   2  No

   b. Translations of printed materials, such as newsletters, school notices or school signs

   0340  1  Yes
   2  No

   c. Outreach or referral services for limited-English proficient parents

   0341  1  Yes
   2  No

YOUR COMMENTS
90. How long did it take you to complete this form, not counting interruptions?
   *Please record the time in minutes, e.g., 45 minutes, 60 minutes, etc.*
   
   Minutes

91. Please enter the date you completed this questionnaire.
   
   Month   Day   Year

92a. What is your name?
   
   

   b. What is your title?
   
   

   c. What is your telephone number?
   
   AREA CODE:   TELEPHONE NUMBER:

   

YOUR COMMENTS
Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1–800–221–1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about private schools that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass


Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES’s Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov