

Reading and Mathematics School Questionnaire

**2013
Grade 8**

SCHOOL QUESTIONNAIRE

GRADE 8

During the 2012–2013 school year, a sample of students across the country, including some students from your school, will be given a series of questions as part of the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in reading and mathematics. As part of the assessment, NAEP will investigate the relationship between students' achievement and various school, teacher, and home factors that may influence this achievement. We are asking your school to complete this questionnaire about school factors. **This questionnaire should be completed by the principal or other head administrator.**

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

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

Instructions

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

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

THANK YOU VERY MUCH.

Part I: School Characteristics and Policies

VB337248

1. What grades are taught in your school? Fill in **all** ovals 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

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VE462941

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

 %

VB337256

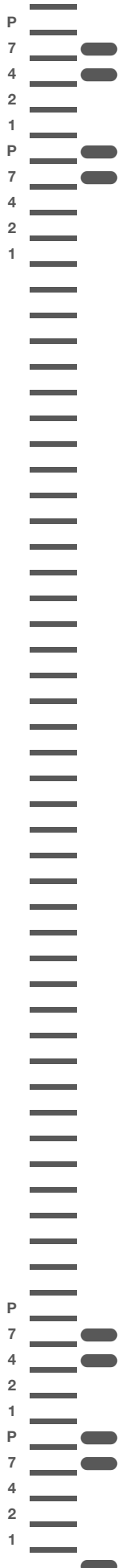
5. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient?

- ☐ A 0%
- ☐ B 1–5%
- ☐ C 6–10%
- ☐ D 11–25%
- ☐ E 26–50%
- ☐ F 51–75%
- ☐ G 76–90%
- ☐ H Over 90%

VE588132

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

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



VE592581

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

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

HE000917

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

- ☐ A 0–2%
- ☐ B 3–5%
- ☐ C 6–10%
- ☐ D More than 10%

LC000488

9. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

- ☐ A 0–2%
- ☐ B 3–5%
- ☐ C 6–10%
- ☐ D More than 10%

HE002230

10. About what percentage of this year's eighth-graders was held back and is repeating eighth grade?

- Ⓐ 0%
- Ⓑ 1–2%
- Ⓒ 3–5%
- Ⓓ 6–10%
- Ⓔ More than 10%

HE002094

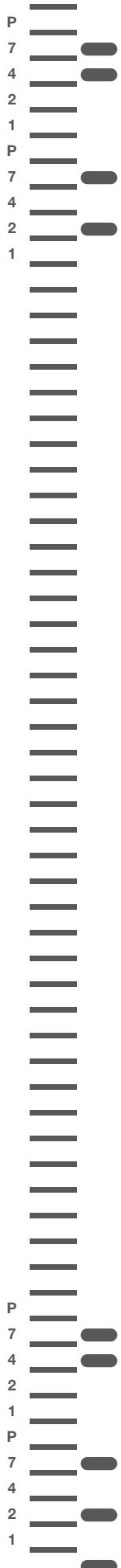
11. Does your school participate in the National School Lunch Program?

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

VB556173

12. How does the school operate the program?

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



VE382479

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

- ☐ Ⓐ This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
- ☐ Ⓑ 2012
- ☐ Ⓒ 2011
- ☐ Ⓓ 2010
- ☐ Ⓔ 2009
- ☐ Ⓕ 2008
- ☐ Ⓖ 2007 or earlier

VB608487

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%

VB608488

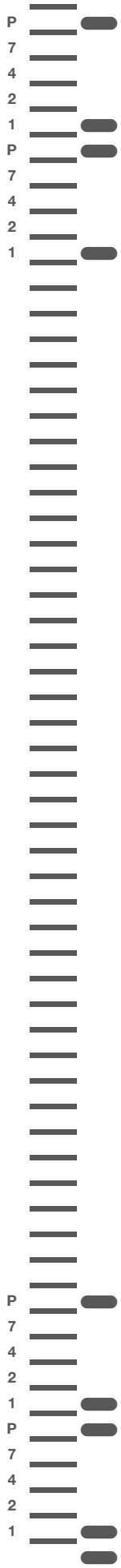
15. Does your school receive Title I funding? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

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

VB485284

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

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



VE588470

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

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

VE588677

18. Approximately what percentage of students in your school have parents or guardians who do each of the following activities? Fill in **one** oval on each line.

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

VE588679

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

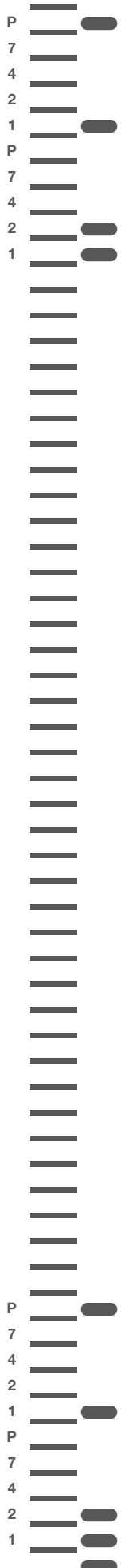
b. Part-time

Part-time teachers

20. Does your school offer tenure to teachers?

Ⓐ Yes

Ⓑ No



VE588721

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? Fill in **one** oval on each line.

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

VE600319

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

If you answered 1 or any number greater than 1, go to Question 23.

If you answered 0, skip to Part II.

VE592330

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?

- ☐ A 0–10%
- ☐ B 11–25%
- ☐ C 26–50%
- ☐ D 51–75%
- ☐ E 76–90%
- ☐ F Over 90%

Part II: Reading

VB380370

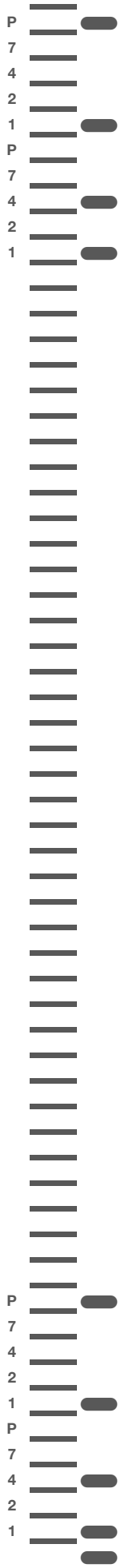
1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in **one** oval on each line.

	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. Understanding the process of reading or writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380373
d. Instructional strategies for teaching language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB380374

VE013859

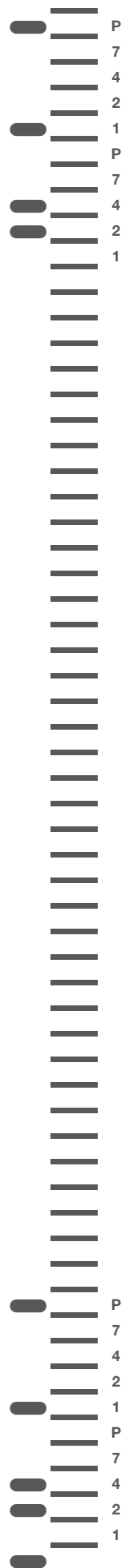
2. Is there an English/language arts specialist or coach available (full- or part-time) to eighth-graders at your school?

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



VE013861

3. To what extent are any of the following a responsibility of the English/language arts specialist or coach available to eighth-graders at your school? Fill in one oval on each line.					
	Not at all	Small extent	Moderate extent	Large extent	
a. Provide technical assistance/support to individual teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013862
b. Conduct professional development for groups of teachers about English/language arts content or the teaching of English/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013863
c. Provide English/language arts instruction to students on various topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013865
d. Provide English/language arts instruction to students at various grade levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VE013866



VC191175

4. To what extent is your school's English/language arts program structured according to the following resources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC191181
b. District curriculum standards or curriculum guides	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC191182
c. Results from state/district assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC191185
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	VC191187
e. Results from school assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC191188
f. Recommendations from school reading/language arts department	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC191191
g. Discretion of individual teachers	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC191194
h. Commercially designed programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC191195

VC311761

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

	Not at all	Small extent	Moderate extent	Large extent	
a. Federally mandated assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311764
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311766
c. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311768
d. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311770

Part III: Mathematics

VB525194

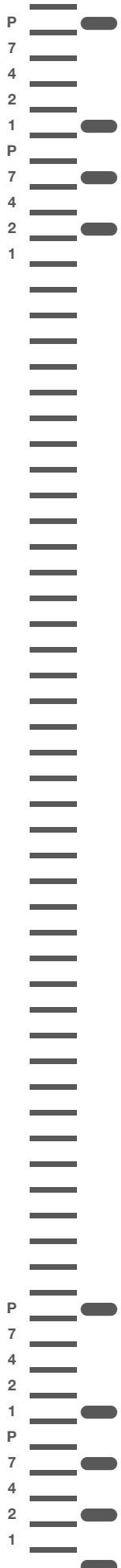
1. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of remediation or to catch up to grade level? Do not include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

- Ⓐ None
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 20 percent
- Ⓔ More than 20 percent

VB525195

2. What percentage of eighth-grade students in your school enrolls in more than one mathematics class in a year (including summer school) for the purpose of advancement or to get ahead of grade level?

- Ⓐ None
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 20 percent
- Ⓔ More than 20 percent



VB525185

3. What percentage of eighth-grade students in your school is enrolled in the following mathematics classes? Fill in **one** oval on each line.

	None	1–10%	11–25%	26–50%	51–75%	76–90%	91–100%	
a. Eighth-grade mathematics (not algebra or pre-algebra)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VB525186
b. Introduction to algebra or pre-algebra	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VB525187
c. Two-year pre-algebra	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VE013703
d. Algebra I (one-year course)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VB525188
e. Algebra I (first year of two-year course)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VB525189
f. Algebra I (second year of two-year course)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VB517155
g. Geometry	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VB525190
h. Algebra II	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VB525191
i. Integrated or sequential mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	VB525192

VC084852

4. Do students who complete a one-year course in Algebra I by the end of eighth-grade receive high school credit?

☐ A Yes

☐ B No

VE013886

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

☐ A Yes, available full-time to my school → *Go to Question 6.*

☐ B Yes, available part-time to my school → *Go to Question 6.*

☐ C No → *Skip to Question 7.*



VE013889

6. To what extent are any of the following a responsibility of the mathematics specialist or coach available to eighth-graders at your school? Fill in one oval on each line.				
	Not at all	Small extent	Moderate extent	Large extent
a. Provide technical assistance/ support to individual teachers about mathematics content or the teaching of mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
b. Conduct professional development for groups of teachers about mathematics content or the teaching of mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
c. Provide mathematics instruction to students on various topics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
d. Provide mathematics instruction to students at various grade levels	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
e. Provide mathematics remediation/ intervention to some student groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
f. Provide mathematics enrichment to some student groups	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

VE013898

7. Are eighth-grade students typically assigned to mathematics classes 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

VB525197

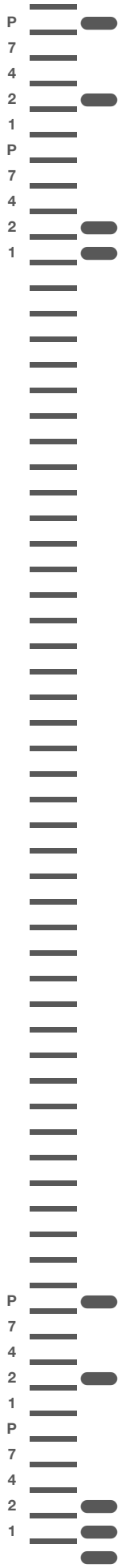
8. Please estimate the percentage of students that is transferred to a higher ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.

VE013902

9. Please estimate the percentage of students that is transferred to a lower ability/achievement-based placement in mathematics between eighth and ninth grade.

- Ⓐ Less than 1 percent
- Ⓑ 1 to 5 percent
- Ⓒ 6 to 10 percent
- Ⓓ 11 to 25 percent
- Ⓔ More than 25 percent
- Ⓕ Students are not grouped by ability.



VC311202

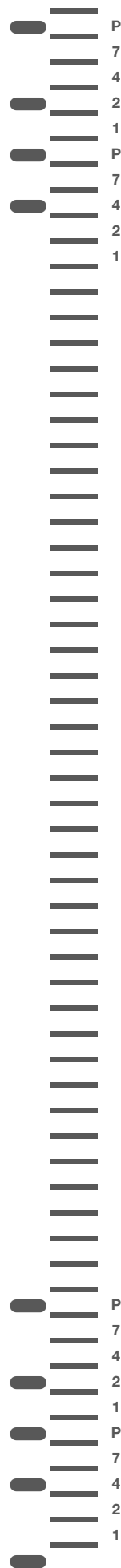
10. To what extent is your school’s mathematics program structured according to the following resources? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. State curriculum standards or frameworks	<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

VC311851

11. To what extent does your school’s eighth-grade mathematics curriculum focus on preparation for the following types of assessments? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Federally mandated assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311853
b. State assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311854
c. District assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311855
d. School assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC311857



VE013906

12. Approximately what percentage of your school's classrooms has the following technological resources for eighth-grade mathematics instruction? Fill in **one** oval on each line.

	0%	1-25%	26-50%	51-75%	76-99%	100%	
a. Cable/satellite/ closed-circuit television	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	VE013908
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	VE013909
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	VE013910
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	VE013914
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	VE013916
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	VE013917
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	VE013919
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	VE013922
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	VE013923
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	VE509176

VC311248

(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.)

- VC104697

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VE588849

- Ⓐ 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): _____

VC104799

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

VE600331

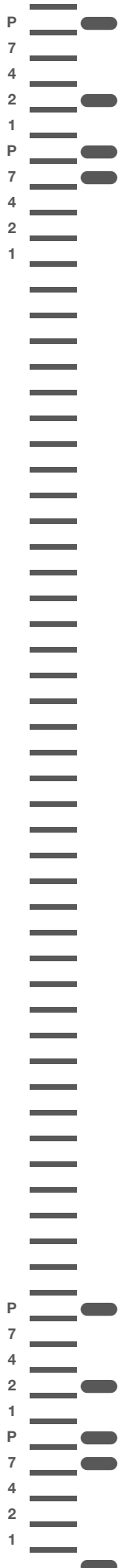
5. Is this school operated by a company or organization that also operates other charter schools?

- Ⓐ Yes
- Ⓑ No

VC104758

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.



VE588897

7. Does your school provide a written contract for parents?
- Ⓐ Yes, and parents are required to abide by it. → *Go to Question 8.*
 - Ⓑ Yes, but signing it is voluntary. → *Go to Question 8.*
 - Ⓒ No → ***You have finished the survey. Thank you for your time.***

VE588978

8. Are the following elements addressed in your charter–parent contract? Fill in **one** oval in each row.

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