


School Achievement Indicators Program

Writing Assessment III

School
Questionnaire



2002

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Your school has been selected as one of more than 1000 schools in Canada participating in the School Achievement Indicators Program (SAIP) in Writing. This program is the only comprehensive assessment of student achievement in Canada and its results are important in ascertaining how well students in various provinces and territories can write and in deciding on curriculum change and other matters affecting the teaching of writing.

This questionnaire is addressed to the school principal. The questions are about the characteristics of the school, its staff, its facilities, and the community in which the school is located. Some of the questions ask for specific facts, while others require a judgment or opinion. Since your school is part of a national sample, your responses are very important in helping to describe the teaching of writing in Canada. It is therefore important that all questions be answered as carefully and accurately as possible.

This questionnaire is confidential when completed. Your responses will not be used in any way that will permit you, your students, or your school to be identified.

Once you have completed this questionnaire, please give it to your SAIP school coordinator.

Thank you for your time, effort, and thought in completing this questionnaire.

1 In what type of community, town, or city is your school located?

(For this and the next question, please think of what is generally considered locally to be your community, even if it is located near a larger town or city.)

(Darken only one box.)

- Rural (e.g., farming or fishing) community 1
- Small town (fewer than 5,000 people) 2
- Medium-sized town (5,000 to 25,000 people) 3
- Small city (more than 25,000 up to 100,000 people) 4
- Medium city (100,000 to 500,000 people) 5
- Large city (over 500,000 people) 6

2 Where is your school located within the community?

(Darken only one box.)

- Outside of a community in a rural area 1
- In the inner/central part of the community 2
- In a suburban area outside the community centre 3
- In an urban fringe area on the outskirts of a town/city 4
- Other 5

3 What grade levels are taught in your school?

(Darken all boxes that apply.)

- Pre-kindergarten 1
- Kindergarten 2
- Grade 1 3
- Grade 2 4
- Grade 3 5
- Grade 4 6
- Grade 5 7
- Grade 6 8
- Grade 7 (Secondary 1 – QC) 9
- Grade 8 (Secondary 2 – QC) 10
- Grade 9 (Secondary 3 – QC, Senior 1 – MB) 11
- Grade 10 (Secondary 4 – QC, Level I – NF, Senior 2 – MB) 12
- Grade 11 (Secondary 5 – QC, Level II – NF, Senior 3 – MB) 13
- Grade 12 (CEGEP 1 – QC, Level III – NF, Senior 4 – MB) 14
- Post-grade 12 (any program that offers credit beyond grade 12) 15

4 Which of the following best represents the governing structure of your school?

(Darken only one box.)

- Regular public school within a school board or district 1
- Specialized school within a school board or district or provincial system 2
- Separate school publicly funded (e.g., denominational) 3
- Private school with its own board of governors 4
- Other (*please specify*) _____ 5

5 How many full-time equivalent students are in your school? students

6 If your school is part of a larger school board or district, how many students are in the board or district? students

7 Approximately what percentage of students in your school would you ESTIMATE... *percent*

live within walking distance (about 1 km.) of the school? _____

travel to and from school by subsidized transportation? _____

have a first language other than the language of the school? _____

have learning problems that need special attention? _____

come from single-parent families? _____

have health or nutrition problems that inhibit learning? _____

8 To what extent would you say your school schedule, including starting times and programs outside of regular school hours, is restricted by the travel requirements of students (e.g., bus or drop-off and pick-up)?

(Darken only one box.)

Not at all 1

Slightly 2

Substantially 3

Severely 4

For question 9 and some subsequent questions, reference will be made to the two SAIP age groups, 13- and 16-year-olds. If the use of age groups presents problems in answering the questions, think of grade 8 (Secondary 2 in Quebec) for age 13 and grade 11 (Secondary 5 in Quebec, Level II in Newfoundland and Labrador, Senior 3 in Manitoba) for age 16. If only one of these age groups is being tested in your school, please omit the items referring to the other age group.

9 What is the approximate average class size in your school as a whole and in the English Language Arts classes for the two SAIP age groups?

	<i>whole school</i>	<i>English age 13</i>	<i>English age 16</i>
Less than 10	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
10–14	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
15–19	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
20–24	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
25–29	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5
30–34	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6
35 or more	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7

10 How many full-time equivalent (FTE) persons in the following categories are in your school?

(One full-time person, two half-time persons, and so on represent one FTE. If the same person occupies more than one category, use the appropriate fractions of an FTE in each category.)

	<i>number of FTEs</i>
Principal	<input style="width: 60px; height: 20px;" type="text"/>
Assistant or vice-principals	<input style="width: 60px; height: 20px;" type="text"/>
Department heads	<input style="width: 60px; height: 20px;" type="text"/>
Classroom teachers (including subject specialists)	<input style="width: 60px; height: 20px;" type="text"/>
Teacher-librarians	<input style="width: 60px; height: 20px;" type="text"/>
Other teachers (e.g., guidance, resource)	<input style="width: 60px; height: 20px;" type="text"/>
Teacher aides or assistants	<input style="width: 60px; height: 20px;" type="text"/>
Technicians (library)	<input style="width: 60px; height: 20px;" type="text"/>
Technicians (computing, laboratory)	<input style="width: 60px; height: 20px;" type="text"/>
Other professionals (e.g., nurses, therapists)	<input style="width: 60px; height: 20px;" type="text"/>
Non-professionals (e.g., clerks, caretakers)	<input style="width: 60px; height: 20px;" type="text"/>

11 What is the most common pattern of teacher assignment for teaching English Language Arts to 13-year-old and 16-year-old students in your school?

	<i>13-year-olds</i>	<i>16-year-olds</i>
Mainly homeroom teachers who are also responsible for other subjects (<i>whether or not specialized in English Language Arts</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Mainly teachers specialized in English Language Arts	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
Mainly teachers specialized in a subject other than English Language Arts	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃

12 What percentages of students in your school would you estimate are ...

	<i>percent</i>
above average in achievement?	_____
average in achievement?	_____
below average in achievement?	_____

13 Does your school have...

(Darken all boxes that apply.)

an active school improvement group or team?	<input type="checkbox"/> ₁
a set of goals or a plan for school improvement?	<input type="checkbox"/> ₂
a policy promoting collaboration and sharing among teachers?	<input type="checkbox"/> ₃
regular staff meetings (at least once a month)?	<input type="checkbox"/> ₄
a written student evaluation policy?	<input type="checkbox"/> ₅
a written discipline policy?	<input type="checkbox"/> ₆
a written policy on absenteeism?	<input type="checkbox"/> ₇

Does your school have...

(Darken all boxes that apply.)

- a written policy on homework? ₈
- a policy to recognize teacher excellence? ₉

14 In your school, which level of authority has the most influence on decisions regarding the following matters?

(If your school has its own board of governors, treat this as the school district. School includes the principal or teachers collectively or individually. Others can include parent councils or similar bodies or parents themselves.)

	<i>provincel/territory</i>	<i>district</i>	<i>principal</i>	<i>school</i>	<i>other</i>
Hiring teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Assigning teachers to classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Placing students in classes/courses	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Selecting textbooks to be used.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Establishing homework policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Establishing discipline policies.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Establishing policies on absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Establishing community relationships	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Communicating with parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Deciding which courses are offered.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

15 Which level of authority has primary control of the following components of the budget for your school?

	<i>provincel/territory</i>	<i>district</i>	<i>principal</i>	<i>school council</i>	<i>other</i>
Teachers' salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Capital expenditures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Maintenance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Salaries of non-teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Materials and supplies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Selecting instructional materials (e.g., library books, software)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
New technologies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

16 How much influence would you say each of the following has on your school's overall activities and programs?

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>
Provincial/territorial ministry or department of education	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
School board or governing body	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Principal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Teachers collectively (in the whole school)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

How much influence would you say each of the following has on your school's overall activities and programs?

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>
Teachers within subject areas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Individual teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Parent advisory committees or school councils	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Students (e.g., demand for particular courses)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Textbooks and textbook publishers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Teacher groups external to the school (e.g., district committees, professional associations)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
External examinations, tests, or standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
External agencies (e.g., business community)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Church or religious groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

17 To what degree is your school's capacity to provide instruction limited by the following?

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>
Lack of parental support for the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Range of students' abilities in the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Students' home backgrounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Community conditions (e.g., language, migration)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Busing of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

18 To what extent does a shortage or an inadequacy of the following affect your school's capacity to provide instruction?

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>
Specialized teaching staff (e.g., guidance, library)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Teachers specialized in English Language Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Non-teaching staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Instructional materials (e.g., textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Budget for supplies (e.g., paper, pencils)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Condition of school buildings and grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Heating/cooling/ventilation/lighting systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Instructional space (e.g., classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Special purpose space (e.g., resource rooms, libraries)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Number of computers for instructional use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Quality of computers for instructional use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Number of computers for English Language Arts instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Library resources for English Language Arts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Audio-visual resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

19 Approximately how many working computers are there in your school?

computers

**20 How many of these computers are capable of handling up-to-date software?
(e.g., Windows-based programs, Web browsers)**

computers

21 Approximately how many computers are available to...

(number of computers)

teachers for administrative purposes? _____

teachers for instructional purposes? _____

students for use within classes? _____

students for out-of-class use? _____

(Please note that these categories may overlap.)

22 Which of the following configurations of computers can be found for use in English Language Arts teaching in your school?

(Darken all boxes that apply.)

- Dedicated computer rooms or laboratories
where English Language Arts classes can be scheduled 1
- One computer in all or most English Language Arts classrooms 2
- Multiple computers in all or most English Language Arts classrooms 3
- Computers for student use in library or resource centre 4
- Computers for teacher use in English Language Arts teacher work spaces 5
- Other arrangements for student use of computers in classes 6
- Other arrangements for teacher use of computers 7
- Computers are generally not used in English Language Arts courses 8

23 In your school, for the two SAIP age groups (or grades 8 and 11 or equivalent, as applicable to your school),...

13-year-olds 16-year-olds

how many instructional days are there in the school year?
(Include only those days in which students are in class) _____

how many days are provided for teacher activities but
not student activities *(e.g., professional development days,
administrative days, marking exams)*? _____

how many instructional days would you estimate are lost in
an average year because of school closings *(e.g., snowstorms,
heating problems, sports days, etc.)*? _____

In your school, for the two SAIP age groups (or grades 8 and 11 or equivalent, as applicable to your school),...

13-year-olds 16-year-olds

how many hours of instruction are there in a normal school day
(excluding recess, lunch breaks, and after-school activities)? _____

how many class periods are there in a normal school day? _____

how many minutes long is a normal or average class period? _____

24 What percentage of all the courses in your school are organized on a semester (half-year) basis...

For 13-year-olds
(in grade 8, Secondary 2 – QC)?

For 16-year-olds
(in grade 11, Secondary 5 – QC,
Level II – NF, Senior 3 – MB)?

- 0 – 25 % ₁
- 26 – 50 % ₂
- 51 – 75 % ₃
- More than 75 % ₄

- 0 – 25 % ₁
- 26 – 50 % ₂
- 51 – 75 % ₃
- More than 75 % ₄

25 How many different English Language Arts courses are available in your school...

number of courses

for 13-year-olds
(in grade 8, Secondary 2 – QC)?..... _____

for 16-year-olds
(in grade 11, Secondary 5 – QC, Level II – NF, Senior 3 – MB)?..... _____

26 How many specialized courses are available in your school in which the emphasis is primarily on the development of writing skills...

number of courses

for 13-year-olds
(in grade 8, Secondary 2 – QC)?..... _____

for 16-year-olds
(in grade 11, Secondary 5 – QC, Level II – NF, Senior 3 – MB)?..... _____

27 Do all or most students in these age groups in your school follow the same course of study in English Language Arts?

	<i>yes</i>	<i>no</i>
13-year-olds (in grade 8, Secondary 2 – QC)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
16-year-olds (in grade 11, Secondary 5 – QC, Level II – NF, Senior 3 – MB)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

28 For the same two age (or grade) levels, how many distinct streams or ability groupings exist for English Language Arts in your school?

(Consider streaming as having explicitly different levels of a given course for students of different abilities.)

	<i>13-year-olds</i>	<i>16-year-olds</i>
Single stream	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Two streams	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
Three or more streams	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃

29 Where students do not follow the same courses in English Language Arts, how much influence does each of the following have in deciding which English Language Arts courses a student will take?

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>	<i>don't know</i>
General academic ability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Previous achievement in English Language Arts ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Performance on an entrance examination	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Teachers' recommendations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
The student's own wishes or choices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Parents' wishes or choices	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Interviews or oral exams	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

30 In your school, to what extent do parents...

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>
Act as volunteers in classrooms or other instructional settings?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Act as volunteers in monitoring student behaviour?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Serve on committees on matters of curriculum or instruction?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Serve on committees on matters of finance or administration?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Influence the selection of the principal or teachers?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

In your school, to what extent do parents...

	<i>none</i>	<i>a little</i>	<i>some</i>	<i>a lot</i>
serve on committees on matters of student conduct?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
interact with staff on matters affecting their own children?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
help raise funds for the school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

31 Does your school or district provide remedial teaching in English Language Arts?

Yes ₁
 No ₂

If YES, how is this organized?

(Darken all boxes that apply.)

Groups are formed within regular English Language Arts classes. ₁
 Students are withdrawn from regular classes. ₂
 Separate or modified courses are offered for remediation. ₃
 Students are given extra help outside of regular school hours. ₄
 Programs are offered outside the school. ₅
 Other (please specify) _____ ₆

32 Does your school provide special enrichment programs/activities in English Language Arts for gifted students?

Yes ₁
 No ₂

If YES, how is this organized?

(Darken all boxes that apply.)

Groups are formed within regular English Language Arts classes. ₁
 Students are withdrawn from regular classes. ₂
 Separate or modified courses are offered for gifted students. ₃
 Students are given extra work outside of regular school hours. ₄
 Programs are offered outside the school. ₅
 Other (please specify) _____ ₆

33 To what extent do you agree or disagree with the following statements?

	<i>strongly disagree</i>	<i>disagree</i>	<i>agree</i>	<i>strongly agree</i>
There are limits to what a school can accomplish because a student's home environment has a major influence on achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Students can achieve at high levels if they work hard.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Students can achieve at high levels if they are taught well.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

To what extent do you agree or disagree with the following statements?

strongly *strongly*
disagree *disagree* *agree* *agree*

High school students should be streamed into different programs based on their abilities and aptitudes. ₁ ₂ ₃ ₄

Student ability has a major influence on achievement. ₁ ₂ ₃ ₄

This school is supported by the community. ₁ ₂ ₃ ₄

Staff morale is high in this school. ₁ ₂ ₃ ₄

There is a strong school spirit in this school. ₁ ₂ ₃ ₄

Students and staff take pride in this school. ₁ ₂ ₃ ₄

Thank you again for taking time from your busy schedule to complete this questionnaire.

