

## SCHOOL QUESTIONNAIRE

Your school has been selected as one of more than 2 000 schools in Canada participating in the School Achievement Indicators Program (SAIP) in mathematics. This program is the only comprehensive assessment of achievement in Canada, and its results are important in determining how well students in various provinces and territories are doing and in deciding on curriculum change and other matters affecting mathematics teaching.

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 mathematics teaching 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, return 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
- Small town (fewer than 5 000 people)
- Medium-sized town (5 000 to 25 000 people)
- Small city (more than 25 000 up to 100 000 people)
- Medium city (100 000 to 500 000 people)
- Large city (over 500 000 people)

- 2 Where is your school located within the community? (Darken only one box.)

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

3 What grade levels are taught in your school? *(Darken all boxes that apply.)*

Pre-kindergarten

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7 (1<sup>st</sup> Sec. – QC)

Grade 8 (2<sup>nd</sup> Sec. – QC)

Grade 9 (3<sup>rd</sup> Sec. – QC, Senior I – MB)

Grade 10 (4<sup>th</sup> Sec. – QC, Level I – NF, Senior II – MB)

Grade 11 (5<sup>th</sup> Sec. – QC, Level II – NF, Senior III – MB)

Grade 12 (CEGEP 1 – QC, Level III – NF, Senior IV – MB)

Post-Grade 12 (any program that offers credit beyond Grade 12)

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

Specialized school within a school board or district or provincial system

Separate school publicly funded (e.g., denominational)

Private school with its own board of governors

Other (please specify)

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

0 – 99      300 – 499      1 000 – 1 999

100 – 299    500 – 999      2 000 plus

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

0 – 499      1 000 – 4 999    10 000 – 19 999

500 – 999    5 000 – 9 999    20 000 plus

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

Less than	10 to	More than
10 %	25 %	25 %

live within walking distance 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
- Slightly
- Substantially
- Severely

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 (2<sup>nd</sup> Secondary in Quebec) for age 13 and Grade 11 (5<sup>th</sup> Secondary in Quebec, Level II in Newfoundland, Senior III 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 mathematics classes for the two SAIP age groups?

	Whole school	Math age 13	Math age 16
Less than 10			
10–14			
15–19			
20–24			
25–29 <sub>5</sub>			
30–33			
34 or more			

- 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.)*

Number of FTEs

- Principal
- Assistant or vice-principals
- Department heads

- Classroom teachers (including subject specialists)
- Other teachers (e.g., guidance, teacher-librarians)
- Teacher aides or assistants
- Technicians (including library, computing, laboratory)
- Other professionals (e.g., nurses, therapists, social workers, speech pathologists)
- Resource and Learning Centre teachers
- Special class teachers
- Non-professionals (e.g., clerks, caretakers)

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

13-year-olds

16-year-olds

- Mainly homeroom teachers who are also responsible for other subjects (whether or not specialized in mathematics)
- Mainly subject teachers specialized in mathematics
- Mainly subject teachers not specialized in mathematics

12 Does your school have...

*(Darken all boxes that apply.)*

- an active school improvement group or team?
- a set of goals or a plan for school improvement?
- a policy promoting collaboration and sharing among teachers?
- regular staff meetings (at least once a month)?
- a written student evaluation policy?
- a written discipline policy?
- a written policy on absenteeism?
- a written policy on homework?
- a policy to recognize teacher excellence?
- a school advisory council?

13 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 and teachers collectively. Others can include school councils or similar bodies or parents themselves.)*

	Province/ Territory	District	Principal	School	Other
Hiring teachers					

- Assigning teachers to classes
- Placing students in classes/courses
- Determining textbooks to be used
- Establishing homework policies
- Establishing discipline policies
- Establishing policies on absenteeism
- Establishing community relationships
- Communicating with parents
- Determining course content
- Deciding which courses are offered

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

Province/ Territory	District	Principal	School	Other
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- Teacher salaries
- Capital expenditures
- Maintenance
- Salaries of non-teaching staff
- Materials and supplies
- Instructional materials  
(e.g., library books, software)
- New technologies

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

None	A little	Some	A lot
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- Provincial/territory ministry or department of education
- School board or governing body
- Principal
- Teachers collectively (in the whole school)
- Teachers within subject areas
- Individual teachers
- Parent advisory committees or school councils
- Students (e.g., demand for particular courses)
- Textbooks and textbook publishers
- Teacher groups external to the school (e.g., district committees, professional associations)
- External examinations, tests, or standards

External agencies (e.g., business community)

Church or religious groups

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

None    A little    Some    A lot

Lack of parental support for the school

Range of student abilities in the school

Students' home backgrounds

Community conditions (e.g., language, migration)

Bussing of students

17 To what extent is your school's capacity to provide instruction limited by shortage or inadequacy of the following?

None    A little    Some    A lot

Specialized teaching staff (e.g., guidance)

Teachers specialized in mathematics

Non-teaching staff

Instructional materials (e.g., textbooks)

Budget for supplies (e.g., paper, pencils)

Condition of school buildings and grounds

Heating/cooling/ventilation/lighting systems

Instructional space (e.g., classrooms)

Special purpose space (e.g., resource rooms, libraries)

Number of computers for instructional use

Quality of computers for instructional use

Number of computers for mathematics teaching

Quality of computers for mathematics teaching

Calculators for mathematics teaching

Manipulative materials for mathematics teaching

Library resources for mathematics teaching

Audio-visual resources

18 Approximately how many working computers are there in your school (available to the students)?

0 – 49      100 – 499      1 000 – 1 999

50 – 99      500 – 999      2 000 plus

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

0 – 49      100 – 499      1 000 – 1 999

50 – 99      500 – 999      2 000 plus

20 Approximately how many computers are available to...

teachers for administrative purposes?

0 – 49      100 – 499      1 000 – 1 999

50 – 99      500 – 999      2 000 plus

teachers for instructional purposes?

0 – 49      100 – 499      1 000 – 1 999

50 – 99      500 – 999      2 000 plus

students for use within classes?

0 – 49      100 – 499      1 000 – 1 999

50 – 99      500 – 999      2 000 plus

students for out-of-class use?

0 – 49      100 – 499      1 000 – 1 999

50 – 99      500 – 999      2 000 plus

(Please note that these categories may overlap.)

21 Which of the following configurations of computers can be found for use in mathematics teaching in your school?

*(Darken all boxes that apply.)*

Dedicated computer rooms or laboratories where mathematics classes can be scheduled

One computer in all or most mathematics classrooms

Multiple computers in all or most mathematics classrooms

Computers for student use in library or resource centre

Computers for teacher use in mathematics teacher work spaces

Other arrangements for student use of computers in classes

Other arrangements for teacher use of computers

22 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 or exams)?

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.)?

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?

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

for 13-year-olds  
(in Grade 8; 2<sup>nd</sup> Sec. – QC)

for 16-year-olds  
(in Grade 11; 5<sup>th</sup> Sec. – QC;  
Level II – NF; Senior III – MB)

(0 – 25 %)

(0 – 25 %)

(26 – 50 %)

(26 – 50 %)

(51 – 75 %)

(51 – 75 %)

More than 75 %

More than 75 %

24 How many different mathematics courses are available in your school...

Number of courses

for 13-year-olds?  
(in Grade 8; 2<sup>nd</sup> Sec. – QC)

for 16-year-olds?  
(in Grade 11; 5<sup>th</sup> Sec. – QC; Level II – NF; Senior III – MB)

25 Do all or most students in these age groups in your school follow the same course of study in



mathematics?

Yes No

13-year-olds

(in Grade 8; 2<sup>nd</sup> Sec. – QC)

16-year-olds

(in Grade 11; 5<sup>th</sup> Sec. – QC; Level II – NF; Senior III – MB)

- 26 For the same two age (or grade) levels, how many distinct streams or ability groupings exist for mathematics in your school?

*(Streaming is thought of as explicitly having different levels of courses for students of different abilities, not just the availability of course choice.)*

13-year-olds 16-year-olds

Single stream

Two streams

Three or more streams

- 27 Where students do not follow the same courses in mathematics, how much influence does each of the following have in deciding which mathematics courses a student will take?

None A little Some A lot Don't know

General academic ability

Previous achievement in mathematics

Performance on an entrance examination

Teacher recommendations

The student's own wishes or choices

Parent wishes or choices

Prerequisites or curricular requirements

Interviews or oral exams

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

None A little Some A lot

act as volunteers in classrooms or other instructional settings?

act as volunteers in monitoring student behaviour?

serve on committees on matters of curriculum or instruction?

serve on committees on matters of finance or administration?

influence the selection of the principal or teachers?

serve on committees on matters of student conduct?

interact with staff on matters affecting their own children?

help raise funds for the school?

29 Does your school or district provide extra teaching support for students struggling with mathematics?

Yes

No

If YES, how is this organized? (*Darken all boxes that apply.*)

Groups are formed within regular mathematics classes.

Students are withdrawn from regular classes.

Separate or modified courses are offered for remediation.

Students are given extra help outside of regular school hours.

Programs are offered outside the school.

Individual programs are planned for the students.

Other (please specify)

30 Does your school provide special enrichment programs/activities in mathematics for gifted students?

Yes

No

If YES, how is this organized? (*Darken all boxes that apply.*)

Groups are formed within regular mathematics classes.

Students are withdrawn from regular classes.

Separate or modified courses are offered for gifted students.

Students are given extra work outside of regular school hours.

Programs are offered outside the school.

Students are part of a mentorship program.

The school offers advanced course options.

The school offers an International Baccalaureate.

Students have the option of advanced placement.

Individual programs are planned for the students.

Other (please specify)<sub>1</sub>

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

Strongly disagree      Disagree      Agree      Strongly agree

There are limits to what a school can accomplish because a student's home environment has a large influence on achievement.

Students can achieve at high levels if they work hard.

Students can achieve at high levels if they are taught well.

Students can achieve at high levels with adaptations to meet their special needs.

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

Student ability has a large influence on achievement.

This school is supported by the community.

Staff morale is high in this school.

There is a strong school spirit in this school.

Students and staff take pride in this school.

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