

SCIntro1

Dear school administrator,

Thank you for participating in this study. This questionnaire asks for information about:

- *School background*
- *School management*
- *Teaching staff*
- *Assessment and evaluation*
- *Targeted groups*
- *School climate*

This information will help illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries. The questionnaire should be completed by the principal or designate. It should take about 45 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purpose of the study.

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be combined with answers from other principals to calculate totals and averages. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Which of the following definitions best describes the community in which your school is located?

(Please select one response.)

A village, hamlet or rural area (fewer than 3,000 people)	SC001Q01TA01 <input type="radio"/>
A small town (3,000 to about 15,000 people)	SC001Q01TA02 <input type="radio"/>
A town (15,000 to about 100,000 people)	SC001Q01TA03 <input type="radio"/>
A city (100,000 to about 1,000,000 people)	SC001Q01TA04 <input type="radio"/>
A large city (with over 1,000,000 people)	SC001Q01TA05 <input type="radio"/>

Is your school a public or a private school?*(Please select one response.)*

A public school	SC013Q01TA01 <input type="radio"/>
A private school	SC013Q01TA02 <input type="radio"/>

Branching rule

Rule: IF ^SC013Q01TA02 = 1 THEN GOTO ^SC016 ELSE GOTO ^SC801

Approximately what percentage of students at this school last year were eligible for free- or reduced-price lunches through the National School Lunch Program?

(Please enter a number. Type 0 (zero) if there are none.)

Percentage of students eligible	SC801C01HA01 <input type="text"/>
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SC016

About what percentage of your total funding for a typical school year comes from the following sources?

(Please enter a number for each response. Enter "0" (zero) if there are none.)

	%
Government (includes local, state and federal)	SC016Q01TA01 <input type="text"/>
Tuition, student fees or school charges paid by parents	SC016Q02TA01 <input type="text"/>
Benefactors, donations, bequests, sponsorships, parent fundraising	SC016Q03TA01 <input type="text"/>
Other	SC016Q04TA01 <input type="text"/>

SC016E01

Consistency check rule

Rule: If ($\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}$) >100 OR
($\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}$) < 100

Message: Sum does not add to 100%. Please check your response.

Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff	SC017Q01NA01 <input type="radio"/>	SC017Q01NA02 <input type="radio"/>	SC017Q01NA03 <input type="radio"/>	SC017Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff	SC017Q02NA01 <input type="radio"/>	SC017Q02NA02 <input type="radio"/>	SC017Q02NA03 <input type="radio"/>	SC017Q02NA04 <input type="radio"/>
A lack of assisting staff	SC017Q03NA01 <input type="radio"/>	SC017Q03NA02 <input type="radio"/>	SC017Q03NA03 <input type="radio"/>	SC017Q03NA04 <input type="radio"/>
Inadequate or poorly qualified assisting staff	SC017Q04NA01 <input type="radio"/>	SC017Q04NA02 <input type="radio"/>	SC017Q04NA03 <input type="radio"/>	SC017Q04NA04 <input type="radio"/>
A lack of educational material (e.g., textbooks, IT equipment, library or laboratory material)	SC017Q05NA01 <input type="radio"/>	SC017Q05NA02 <input type="radio"/>	SC017Q05NA03 <input type="radio"/>	SC017Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material)	SC017Q06NA01 <input type="radio"/>	SC017Q06NA02 <input type="radio"/>	SC017Q06NA03 <input type="radio"/>	SC017Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA systems)	SC017Q07NA01 <input type="radio"/>	SC017Q07NA02 <input type="radio"/>	SC017Q07NA03 <input type="radio"/>	SC017Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g., building, grounds, heating/cooling, lighting and PA systems)	SC017Q08NA01 <input type="radio"/>	SC017Q08NA02 <input type="radio"/>	SC017Q08NA03 <input type="radio"/>	SC017Q08NA04 <input type="radio"/>

Who has the main responsibility for career guidance of students in 10th grade at your school?

(Please select all that apply.)

Not applicable, career guidance is not available in this school.	SC161Q01SA01 <input type="checkbox"/>
All teachers share the responsibility for career guidance.	SC161Q02SA01 <input type="checkbox"/>
Specific teachers have the main responsibility for career guidance.	SC161Q03SA01 <input type="checkbox"/>
We have one or more specific career guidance counselorsemployed at school.	SC161Q04SA01 <input type="checkbox"/>
We have one or more specific career guidance counselors who regularlyvisit the school.	SC161Q05SA01 <input type="checkbox"/>

SC161R01

Branching rule

Rule: IF (^SC161Q01SA01=1) THEN GOTO ^SC155 ELSE GOTO ^SC162

If career guidance is available at your school, which of the statements below best describes the situation for students in 10th grade?

(Please select one response.)

Career guidance is sought voluntarily by students.	SC162Q01SA01 <input type="radio"/>
Career guidance is formally scheduled into students' time at school.	SC162Q01SA02 <input type="radio"/>

To what extent do you agree with the following statements about your school's capacity to enhance learning and teaching using digital devices?

(Please select one response in each row.)

(Please think of different kinds of digital devices such as desktop computers, portable laptops, tablet computers or interactive whiteboards)

	Strongly disagree	Disagree	Agree	Strongly agree
The number of digital devices connected to the Internet is sufficient.	SC155Q01HA01 <input type="radio"/>	SC155Q01HA02 <input type="radio"/>	SC155Q01HA03 <input type="radio"/>	SC155Q01HA04 <input type="radio"/>
The school's Internet bandwidth or speed is sufficient.	SC155Q02HA01 <input type="radio"/>	SC155Q02HA02 <input type="radio"/>	SC155Q02HA03 <input type="radio"/>	SC155Q02HA04 <input type="radio"/>
The number of digital devices for instruction is sufficient.	SC155Q03HA01 <input type="radio"/>	SC155Q03HA02 <input type="radio"/>	SC155Q03HA03 <input type="radio"/>	SC155Q03HA04 <input type="radio"/>
Digital devices at the school are sufficiently powerful in terms of computing capacity.	SC155Q04HA01 <input type="radio"/>	SC155Q04HA02 <input type="radio"/>	SC155Q04HA03 <input type="radio"/>	SC155Q04HA04 <input type="radio"/>
The availability of adequate software is sufficient.	SC155Q05HA01 <input type="radio"/>	SC155Q05HA02 <input type="radio"/>	SC155Q05HA03 <input type="radio"/>	SC155Q05HA04 <input type="radio"/>
Teachers have the necessary technical and pedagogical skills to integrate digital devices into their instruction.	SC155Q06HA01 <input type="radio"/>	SC155Q06HA02 <input type="radio"/>	SC155Q06HA03 <input type="radio"/>	SC155Q06HA04 <input type="radio"/>
Teachers have sufficient time to prepare lessons that integrate digital devices.	SC155Q07HA01 <input type="radio"/>	SC155Q07HA02 <input type="radio"/>	SC155Q07HA03 <input type="radio"/>	SC155Q07HA04 <input type="radio"/>
Effective professional resources for teachers to learn how to use digital devices are available.	SC155Q08HA01 <input type="radio"/>	SC155Q08HA02 <input type="radio"/>	SC155Q08HA03 <input type="radio"/>	SC155Q08HA04 <input type="radio"/>
An effective online learning support platform is available.	SC155Q09HA01 <input type="radio"/>	SC155Q09HA02 <input type="radio"/>	SC155Q09HA03 <input type="radio"/>	SC155Q09HA04 <input type="radio"/>
Teachers are provided with incentives to integrate digital devices into their teaching.	SC155Q10HA01 <input type="radio"/>	SC155Q10HA02 <input type="radio"/>	SC155Q10HA03 <input type="radio"/>	SC155Q10HA04 <input type="radio"/>
The school has sufficient qualified technical assistant staff.	SC155Q11HA01 <input type="radio"/>	SC155Q11HA02 <input type="radio"/>	SC155Q11HA03 <input type="radio"/>	SC155Q11HA04 <input type="radio"/>

Does your school have any of the following?

(Please select one response in each row.)

	Yes	No
Its own written statement about the use of digital devices	SC156Q01HA01 <input type="radio"/>	SC156Q01HA02 <input type="radio"/>
Its own written statement specifically about the use of digital devices for pedagogical purposes	SC156Q02HA01 <input type="radio"/>	SC156Q02HA02 <input type="radio"/>
A program to use digital devices for teaching and learning in specific subjects	SC156Q03HA01 <input type="radio"/>	SC156Q03HA02 <input type="radio"/>
Regular discussions with teaching staff about the use of digital devices for pedagogical purposes	SC156Q04HA01 <input type="radio"/>	SC156Q04HA02 <input type="radio"/>
A specific program to prepare students for responsible internet behavior	SC156Q05HA01 <input type="radio"/>	SC156Q05HA02 <input type="radio"/>
A specific policy about using social networks (Facebook, etc.) in teaching and learning	SC156Q06HA01 <input type="radio"/>	SC156Q06HA02 <input type="radio"/>
A specific program to promote collaboration on the use of digital devices among teachers	SC156Q07HA01 <input type="radio"/>	SC156Q07HA02 <input type="radio"/>
Scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices	SC156Q08HA01 <input type="radio"/>	SC156Q08HA02 <input type="radio"/>

SC011

We are interested in the options parents have when choosing a school for their children.

Which of the following statements best describes the schooling available to students in your location?

(Please select one response.)

There are two or more other schools in this area that compete for our students.	SC011Q01TA01 <input type="radio"/>
There is one other school in this area that competes for our students.	SC011Q01TA02 <input type="radio"/>
There are no other schools in this area that compete for our students.	SC011Q01TA03 <input type="radio"/>

SC012

How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

	Never	Sometimes	Always
Student's record of academic performance (including placement tests)	SC012Q01TA01 <input type="radio"/>	SC012Q01TA02 <input type="radio"/>	SC012Q01TA03 <input type="radio"/>
Recommendation of feeder schools	SC012Q02TA01 <input type="radio"/>	SC012Q02TA02 <input type="radio"/>	SC012Q02TA03 <input type="radio"/>
Parents' endorsement of the instructional or religious philosophy of the school	SC012Q03TA01 <input type="radio"/>	SC012Q03TA02 <input type="radio"/>	SC012Q03TA03 <input type="radio"/>
Whether the student requires or is interested in a special program	SC012Q04TA01 <input type="radio"/>	SC012Q04TA02 <input type="radio"/>	SC012Q04TA03 <input type="radio"/>
Preference given to family members of current or former students	SC012Q05TA01 <input type="radio"/>	SC012Q05TA02 <input type="radio"/>	SC012Q05TA03 <input type="radio"/>
Residence in a particular area	SC012Q06TA01 <input type="radio"/>	SC012Q06TA02 <input type="radio"/>	SC012Q06TA03 <input type="radio"/>
Other	SC012Q07TA01 <input type="radio"/>	SC012Q07TA02 <input type="radio"/>	SC012Q07TA03 <input type="radio"/>

Some schools organize instruction differently for students with different abilities.

What is your school’s policy about this for students in 10th grade?

(Please select one response in each row.)

	For all subjects	For some subjects	Not for any subject
Students are grouped by ability into different classes.	SC042Q01TA01 <input type="radio"/>	SC042Q01TA02 <input type="radio"/>	SC042Q01TA03 <input type="radio"/>
Students are grouped by ability within their classes.	SC042Q02TA01 <input type="radio"/>	SC042Q02TA02 <input type="radio"/>	SC042Q02TA03 <input type="radio"/>

In your school, are standardized tests of students in 10th grade used for any of the following purposes?

(Please select one response in each row.)

	Yes	No
To guide students' learning	SC154Q01HA01 <input type="radio"/>	SC154Q01HA02 <input type="radio"/>
To inform parents about their child's progress	SC154Q02WA01 <input type="radio"/>	SC154Q02WA02 <input type="radio"/>
To make decisions about students' retention or promotion	SC154Q03WA01 <input type="radio"/>	SC154Q03WA02 <input type="radio"/>
To group students for instructional purposes	SC154Q04WA01 <input type="radio"/>	SC154Q04WA02 <input type="radio"/>
To compare the school to district, state, or national performance	SC154Q05WA01 <input type="radio"/>	SC154Q05WA02 <input type="radio"/>
To monitor the school's progress from year to year	SC154Q06WA01 <input type="radio"/>	SC154Q06WA02 <input type="radio"/>
To make judgments about teachers' effectiveness	SC154Q07WA01 <input type="radio"/>	SC154Q07WA02 <input type="radio"/>
To identify aspects of instruction or the curriculum that could be improved	SC154Q08WA01 <input type="radio"/>	SC154Q08WA02 <input type="radio"/>
To adapt teaching to the students' needs	SC154Q09HA01 <input type="radio"/>	SC154Q09HA02 <input type="radio"/>
To compare the school with other schools	SC154Q10WA01 <input type="radio"/>	SC154Q10WA02 <input type="radio"/>
To award certificates to students	SC154Q11HA01 <input type="radio"/>	SC154Q11HA02 <input type="radio"/>

In your school, are achievement data used in any of the following accountability procedures?

Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.

(Please select one response in each row.)

	Yes	No
Achievement data are posted publicly (e.g., in the media).	SC036Q01TA01 <input type="radio"/>	SC036Q01TA02 <input type="radio"/>
Achievement data are tracked over time by an administrative authority, such as a district, state, or national education agency.	SC036Q02TA01 <input type="radio"/>	SC036Q02TA02 <input type="radio"/>
Achievement data are provided directly to parents.	SC036Q03NA01 <input type="radio"/>	SC036Q03NA02 <input type="radio"/>

Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

(If you need further explanation of the term "internal school evaluation" or "external school evaluation," please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

	Yes, this is mandatory, e.g., based on district or state policies	Yes, based on school initiative	No
Internal evaluation / Self-evaluation	SC037Q01TA01 <input type="radio"/>	SC037Q01TA02 <input type="radio"/>	SC037Q01TA03 <input type="radio"/>
External evaluation	SC037Q02TA01 <input type="radio"/>	SC037Q02TA02 <input type="radio"/>	SC037Q02TA03 <input type="radio"/>
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 <input type="radio"/>	SC037Q03TA02 <input type="radio"/>	SC037Q03TA03 <input type="radio"/>
Written specification of student performance standards	SC037Q04TA01 <input type="radio"/>	SC037Q04TA02 <input type="radio"/>	SC037Q04TA03 <input type="radio"/>
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 <input type="radio"/>	SC037Q05NA02 <input type="radio"/>	SC037Q05NA03 <input type="radio"/>
Systematic recording of student test results and graduation rates	SC037Q06NA01 <input type="radio"/>	SC037Q06NA02 <input type="radio"/>	SC037Q06NA03 <input type="radio"/>
Seeking written feedback from students (e.g., regarding lessons, teachers or resources)	SC037Q07TA01 <input type="radio"/>	SC037Q07TA02 <input type="radio"/>	SC037Q07TA03 <input type="radio"/>
Teacher mentoring	SC037Q08TA01 <input type="radio"/>	SC037Q08TA02 <input type="radio"/>	SC037Q08TA03 <input type="radio"/>
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 <input type="radio"/>	SC037Q09TA02 <input type="radio"/>	SC037Q09TA03 <input type="radio"/>
Implementation of a standardized policy for English/language arts (i.e., school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q10NA01 <input type="radio"/>	SC037Q10NA02 <input type="radio"/>	SC037Q10NA03 <input type="radio"/>

To what extent do the following statements reflect an opinion shared by your teaching staff?

(Please select one response in each row.)

	<i>Shared among none or almost none of them</i>	<i>Shared among some of them</i>	<i>Shared among many of them</i>	<i>Shared among all or almost all of them</i>
It is important for students to learn that people from other cultures can have different values.	SC166Q02HA01 <input type="radio"/>	SC166Q02HA02 <input type="radio"/>	SC166Q02HA03 <input type="radio"/>	SC166Q02HA04 <input type="radio"/>
Respecting other cultures is something that students should learn as early as possible.	SC166Q03HA01 <input type="radio"/>	SC166Q03HA02 <input type="radio"/>	SC166Q03HA03 <input type="radio"/>	SC166Q03HA04 <input type="radio"/>
In the classroom, it is important that students of different origins recognize the similarities that exist between them.	SC166Q05HA01 <input type="radio"/>	SC166Q05HA02 <input type="radio"/>	SC166Q05HA03 <input type="radio"/>	SC166Q05HA04 <input type="radio"/>
When there are conflicts between students of different origins, they should be encouraged to resolve their arguments by finding common ground.	SC166Q06HA01 <input type="radio"/>	SC166Q06HA02 <input type="radio"/>	SC166Q06HA03 <input type="radio"/>	SC166Q06HA04 <input type="radio"/>

In your school, to what extent is the learning of students hindered by the following phenomena?

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Student truancy	SC061Q01TA01 <input type="radio"/>	SC061Q01TA02 <input type="radio"/>	SC061Q01TA03 <input type="radio"/>	SC061Q01TA04 <input type="radio"/>
Students skipping classes	SC061Q02TA01 <input type="radio"/>	SC061Q02TA02 <input type="radio"/>	SC061Q02TA03 <input type="radio"/>	SC061Q02TA04 <input type="radio"/>
Students lacking respect for teachers	SC061Q03TA01 <input type="radio"/>	SC061Q03TA02 <input type="radio"/>	SC061Q03TA03 <input type="radio"/>	SC061Q03TA04 <input type="radio"/>
Student use of alcohol or illegal drugs	SC061Q04TA01 <input type="radio"/>	SC061Q04TA02 <input type="radio"/>	SC061Q04TA03 <input type="radio"/>	SC061Q04TA04 <input type="radio"/>
Students intimidating or bullying other students	SC061Q05TA01 <input type="radio"/>	SC061Q05TA02 <input type="radio"/>	SC061Q05TA03 <input type="radio"/>	SC061Q05TA04 <input type="radio"/>
Students not being attentive	SC061Q11HA01 <input type="radio"/>	SC061Q11HA02 <input type="radio"/>	SC061Q11HA03 <input type="radio"/>	SC061Q11HA04 <input type="radio"/>
Teachers not meeting individual students' needs	SC061Q06TA01 <input type="radio"/>	SC061Q06TA02 <input type="radio"/>	SC061Q06TA03 <input type="radio"/>	SC061Q06TA04 <input type="radio"/>
Teacher absenteeism	SC061Q07TA01 <input type="radio"/>	SC061Q07TA02 <input type="radio"/>	SC061Q07TA03 <input type="radio"/>	SC061Q07TA04 <input type="radio"/>
Staff resisting change	SC061Q08TA01 <input type="radio"/>	SC061Q08TA02 <input type="radio"/>	SC061Q08TA03 <input type="radio"/>	SC061Q08TA04 <input type="radio"/>
Teachers being too strict with students	SC061Q09TA01 <input type="radio"/>	SC061Q09TA02 <input type="radio"/>	SC061Q09TA03 <input type="radio"/>	SC061Q09TA04 <input type="radio"/>
Teachers not being well prepared for classes	SC061Q10TA01 <input type="radio"/>	SC061Q10TA02 <input type="radio"/>	SC061Q10TA03 <input type="radio"/>	SC061Q10TA04 <input type="radio"/>

As of February 1, 2018, what was the total school enrollment (number of students)?

(Please enter a number for each response. Enter "0" (zero) if there are none.)

Number of boys:	SC002Q01TA01 <input type="text"/>
Number of girls:	SC002Q02TA01 <input type="text"/>

Please estimate the percentage of students in the 10th grade at your school who have the following characteristics.

(Please consider that students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)

Students whose heritage language is different from English	<div>SC048Q01NA01</div> <div><div></div></div> <div>0%100%</div>
Students with special needs	<div>SC048Q02NA01</div> <div><div></div></div> <div>0%100%</div>
Students from socioeconomically disadvantaged homes	<div>SC048Q03NA01</div> <div><div></div></div> <div>0%100%</div>

SC004

The goal of the following set of questions is to gather information about the student-computer ratio for students in the 10th grade at your school.

(Please enter a number for each response. Enter "0" (zero) if there are none.)

	Number
At your school, what is the total number of students in the 10th grade?	SC004Q01TA01 <input type="text"/>
Approximately how many computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
Approximately how many of these computers are connected to the Internet?	SC004Q03TA01 <input type="text"/>
Approximately how many of these computers are portable (e.g., laptop, tablet)?	SC004Q04NA01 <input type="text"/>
About how many interactive whiteboards are available in the school altogether?	SC004Q05NA01 <input type="text"/>
About how many data projectors are available in the school altogether?	SC004Q06NA01 <input type="text"/>
About how many computers with an Internet connection are available for teachers <u>in your school</u> ?	SC004Q07NA01 <input type="text"/>

How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part time.

Regarding the qualification level, please refer only to the teacher's **highest qualification level**.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

	Full-time	Part-time
Teachers in TOTAL	SC018Q01TA01 <input type="text"/>	SC018Q01TA02 <input type="text"/>
Teachers fully certified by the state in their main assignment field	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with a bachelor's degree	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with a master's degree	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a doctoral degree or professional degree (e.g., J.D. or M.D)	SC018Q07NA01 <input type="text"/>	SC018Q07NA02 <input type="text"/>

During the last three months, what percentage of teaching staff in your school has attended a program of professional development?

A program of professional development here is a formal program designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognized qualification. The program must last for at least one day in total and have a focus on teaching and education.

(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" (zero).)



Does your school host visiting teachers from other countries?

(Please select only one response.)

Yes	SC159Q01HA01 <input type="radio"/>
No	SC159Q01HA02 <input type="radio"/>

What is the average size of English/language arts classes in the 10th grade at your school?

(Please select one response.)

15 students or fewer	SC003Q01TA01 <input type="radio"/>
16-20 students	SC003Q01TA02 <input type="radio"/>
21-25 students	SC003Q01TA03 <input type="radio"/>
26-30 students	SC003Q01TA04 <input type="radio"/>
31-35 students	SC003Q01TA05 <input type="radio"/>
36-40 students	SC003Q01TA06 <input type="radio"/>
41-45 students	SC003Q01TA07 <input type="radio"/>
46-50 students	SC003Q01TA08 <input type="radio"/>
More than 50 students	SC003Q01TA09 <input type="radio"/>

This academic year, which of the following activities does your school offer to students in the 10th grade?

(Please select one response in each row.)

	Yes	No
Band, orchestra or choir	SC053Q01TA01 <input type="radio"/>	SC053Q01TA02 <input type="radio"/>
School play or school musical	SC053Q02TA01 <input type="radio"/>	SC053Q02TA02 <input type="radio"/>
School yearbook, newspaper or magazine	SC053Q03TA01 <input type="radio"/>	SC053Q03TA02 <input type="radio"/>
Volunteering or community service activities	SC053Q04TA01 <input type="radio"/>	SC053Q04TA02 <input type="radio"/>
Book Club	SC053Q12IA01 <input type="radio"/>	SC053Q12IA02 <input type="radio"/>
Debate club or debating activities	SC053Q13IA01 <input type="radio"/>	SC053Q13IA02 <input type="radio"/>
Art club or art activities	SC053Q09TA01 <input type="radio"/>	SC053Q09TA02 <input type="radio"/>
Sports teams or sports activities	SC053Q10TA01 <input type="radio"/>	SC053Q10TA02 <input type="radio"/>
Lectures and/or seminars (e.g., guest speakers such as writers or journalists)	SC053Q14IA01 <input type="radio"/>	SC053Q14IA02 <input type="radio"/>
Collaboration with local libraries	SC053Q15IA01 <input type="radio"/>	SC053Q15IA02 <input type="radio"/>
Collaboration with local newspapers	SC053Q16IA01 <input type="radio"/>	SC053Q16IA02 <input type="radio"/>

Does your school offer any of the following options to students in 10th grade whose heritage language is not English?

(Please select one response in each row.)

	Yes	No
These students attend regular classes and receive additional periods of instruction aimed at developing English/language arts skills (e.g., reading literacy, grammar, vocabulary, communication).	SC150Q01IA01 <input type="radio"/>	SC150Q01IA02 <input type="radio"/>
Before transferring to regular classes, these students attend a preparatory program aimed at developing English/language arts skills (e.g., reading literacy, grammar, vocabulary, communication).	SC150Q02IA01 <input type="radio"/>	SC150Q02IA02 <input type="radio"/>
Before transferring to regular classes, these students receive some instruction in school subjects through their heritage language.	SC150Q03IA01 <input type="radio"/>	SC150Q03IA02 <input type="radio"/>
These students receive significant amounts of instruction in their heritage language aimed at developing proficiency in both languages.	SC150Q04IA01 <input type="radio"/>	SC150Q04IA02 <input type="radio"/>
Class size is reduced to cater to the special needs of these students.	SC150Q05IA01 <input type="radio"/>	SC150Q05IA02 <input type="radio"/>

In the last full academic year, what proportion of students in your school's final grade left school without a diploma or alternative credential (e.g., a GED)?

(A diploma or alternative credential allows students to enter post-secondary destinations such as university, technical, further or vocational education, apprenticeships or employment.)

(Please move the slider to the appropriate percentage. Select "0" (zero) if no students left without such a certificate.)



SC164E01

Consistency check rule

Rule: IF ^SC164Q01HA01 > 50

Message: The value is greater than 50%. Please check your response.

During 2017-2018 academic year, what proportion of students' parents participated in the following school-related activities?

(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)

Discussed their child's academic progress with a teacher on their own initiative	<div>SC064Q01TA01</div> <div> <input type="range"/> </div> <div>0% 100%</div>
Discussed their child's academic progress on the initiative of one of their child's teachers.	<div>SC064Q02TA01</div> <div> <input type="range"/> </div> <div>0% 100%</div>
Participated in local school government (e.g., parent teacher association or parent advisory council).	<div>SC064Q03TA01</div> <div> <input type="range"/> </div> <div>0% 100%</div>
Volunteered in physical or extra-curricular activities (e.g., building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	<div>SC064Q04NA01</div> <div> <input type="range"/> </div> <div>0% 100%</div>

SC152

Does your school offer additional English/language arts lessons apart from English/language arts lessons offered during the usual school hours?

(Please select one response.)

Yes	SC152Q01HA01 <input type="radio"/>
No	SC152Q01HA02 <input type="radio"/>

Branching rule

Rule: If (^SC152Q01HA02 = 1) then GOTO ^SC052 ELSE GOTO ^SC160

What is the purpose of these additional English/language arts lessons?*(Please select one response.)*

Enrichment English only	SC160Q01WA01 <input type="radio"/>
Remedial English only	SC160Q01WA02 <input type="radio"/>
Both enrichment English and remedial English	SC160Q01WA03 <input type="radio"/>
Without differentiation depending on the prior achievement level of the students	SC160Q01WA04 <input type="radio"/>

For 15-year-old students, does your school provide the following study help?*(Please select one response in each row.)*

	Yes	No
Room(s) where the students can do their homework	SC052Q01NA01 <input type="radio"/>	SC052Q01NA02 <input type="radio"/>
Staff help with homework	SC052Q02NA01 <input type="radio"/>	SC052Q02NA02 <input type="radio"/>
Peer-to-peer tutoring	SC052Q03HA01 <input type="radio"/>	SC052Q03HA02 <input type="radio"/>

Thank you very much for your cooperation in completing this questionnaire!