

CTP

Center for the Study of Teaching and Policy

(101-105)
1 (106-107)
(108:116)

PRINCIPAL SURVEY

AUTUMN 2001

Please fill in the following information below regarding your school.

Name of school: _____

School District: _____

State: _____

SURVEY INTRODUCTION

This survey is being conducted in several districts in California, New York, North Carolina, and Washington by the Center for the Study of Teaching and Policy (CTP). The CTP is a consortium of five universities funded by the U.S. Department of Education's Office of Education, Research, and Improvement to advance understanding of the relation between teaching and its policy environments.

The survey is designed to capture principals' experiences and views regarding conditions in their school and their district policy environment. The questionnaire has four parts:

- School Conditions
- District and State Conditions
- Background Information
- Assessment of Specific State and District Programs and Policies

Please allow about 45 minutes to complete the questions.

Your responses will be kept strictly confidential. The Center's research is conducted under stringent University and U.S. government regulations governing confidentiality procedures. Results of the survey will be reported in summary or statistical form only so that neither individuals nor their schools can be identified. Your school and the central office staff will receive a district summary report.

Thank you for contributing your time and thoughtful responses to the survey. Your participation in this research helps bring principals' views to the fore in consideration of local, state, and national educational policy.

FOR FURTHER INFORMATION

If you have any questions about this survey, please feel free to call collect:

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SCHOOL CONDITIONS

1. This first set of questions concerns stability and turnover of your school's student population and teaching staff. If particular information requested is not available in school records, please make your **best estimate**. These questions pertain to **last school year** (2000-2001).

- a. Approximately how many students withdrew from the school during 2000-2001?..... _____ (117:119)
- b. Approximately how many students entered school between October 1, 2000 and the end of June, 2001?..... _____ (120:122)
- c. What percent of the students were ABSENT on a typical school day in 2000-2001? _____ % (123:125)
- d. About how many part-time and full-time TEACHERS were absent on a typical school day in 2000-2001?..... _____ (126-127)

The following questions are for this school year (2001-2002).

- e. How many teachers are new to your school this year?..... _____ (128-129)
- f. For all of the teaching vacancies in the school this year, which of these methods did your school use to cover the vacancies? Circle all that apply.

- (130) 1 Hired a fully qualified teacher
- (131) 2 Hired a less than fully qualified teacher
- (132) 3 Canceled planned course offerings
- (133) 4 Expanded some class sizes
- (134) 5 Added sections to other teachers' normal teaching methods
- (135) 6 Assigned a teacher of another subject or grade level to teach those classes
- (136) 7 Assigned an administrator or counselor to teach those classes
- (137) 8 Used long-term or short-term substitutes
- (138) 9 Other (please specify) _____ (139-140)

- g. How many teachers in this school have an emergency credential or no credential? _____ (141-142)

2. Using the scale provided, how much of barrier do you consider each of the following factors to be in obtaining teachers with excellent qualifications? Circle one number for each item.

	Not a Barrier			A Very Big Barrier			
	1	2	3	4	5	6	
a. Shortage of qualified applicants in some fields.....	1	2	3	4	5	6	(143)
b. Insufficient salary and benefits to offer new teachers	1	2	3	4	5	6	(144)
c. Teachers' unwillingness to teach the types of students in this school	1	2	3	4	5	6	(145)
d. Difficulty of identifying the applicant with the best qualifications	1	2	3	4	5	6	(146)
e. Openings become available too late to get a teacher with excellent qualifications	1	2	3	4	5	6	(147)
f. Too many teachers transferred to this school by the central office	1	2	3	4	5	6	(148)
g. Too much control over hiring decisions in the hands of the central office	1	2	3	4	5	6	(149)
h. Constraints imposed by teachers' contracts.....	1	2	3	4	5	6	(150)
i. Constraints imposed by central office	1	2	3	4	5	6	(151)

3. **ONLY FOR SCHOOLS WITH GRADES 6-12:**

Which of the following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in your school? Circle only one number.

- (152)
- 1 Classes in ALL core subjects are differentiated by student ability level
 - 2 Classes in SOME core subjects are differentiated by student ability level
 - 3 Classes in core subjects are NOT differentiated by ability level
 - 4 Not applicable; only one class per grade

4. Please indicate the extent to which you agree or disagree with each of the following statements about students' experiences in your school. Circle one number for each item.

	Strongly Disagree			Strongly Agree			
	1	2	3	4	5		
a. This school has well-defined learning expectations for all students.....	1	2	3	4	5		(153)
b. This school has high standards for students' academic performance	1	2	3	4	5		(154)
c. Students work hard in this school	1	2	3	4	5		(155)
d. Students are well aware of the learning expectations of this school.....	1	2	3	4	5		(156)
e. This school has consistent standards from classroom to classroom	1	2	3	4	5		(157)
f. The school staff is committed to helping students learn.....	1	2	3	4	5		(158)
g. Communication between students and staff is open and reflects mutual respect.....	1	2	3	4	5		(159)

5. Now please consider the professional climate in your school. To what extent do you agree or disagree with each of the following statements about **general school climate**? Circle one number for each item.

	Strongly Disagree			Strongly Agree		
a. Teachers in this school are continually learning and seeking new ideas	1	2	3	4	5	(160)
b. Teachers are engaged in systematic analysis of student performance data.....	1	2	3	4	5	(161)
c. Teachers in this school work together to improve student learning	1	2	3	4	5	(162)
d. In this school teachers take steps to solve problems, they don't just talk about them	1	2	3	4	5	(163)
e. The faculty seldom evaluates its programs and activities	1	2	3	4	5	(164)
f. Teachers' stance towards their work is one of inquiry and reflection	1	2	3	4	5	(165)
g. Assessment of student performance leads to changes in our school's curriculum.....	1	2	3	4	5	(166)
h. Assessment of student performance leads to changes in our school's professional development activities.....	1	2	3	4	5	(167)
i. Teachers in this school trust each other	1	2	3	4	5	(168)
j. Teachers at this school do their own thing.....	1	2	3	4	5	(169)
k. Teachers in this school feel responsible to help each other do their best	1	2	3	4	5	(170)
l. Teachers in this school regularly examine school performance	1	2	3	4	5	(171)
m. Useful information to make informed decisions is readily available to teachers (e.g., about student performance, resources, community satisfaction)	1	2	3	4	5	(172)
n. This school is actively involved in school reform	1	2	3	4	5	(173)

1 (180)
 END CARD 1
 B5 DUP 1-5
 CARD 2 (206-207)

6. Considering your current job as school principal, how much do you agree or disagree with the following statements?

	Strongly Disagree			Strongly Agree		
a. I place high priority on promoting parental and community involvement in this school	1	2	3	4		(208)
b. I work to create a sense of community in this school.....	1	2	3	4		(209)
c. Helping teachers improve is an important part of my job	1	2	3	4		(210)
d. Whenever I can, I rely on a consensus decision-making process in my school.....	1	2	3	4		(211)
e. I work to develop others' leadership skills and opportunities	1	2	3	4		(212)
f. I work to challenge others to find, clarify and solve problems	1	2	3	4		(213)
g. I work to create ways for everyone to have voice and power	1	2	3	4		(214)

7. How important is each of the following in determining the in-service professional development activities of teachers in this school?

	Not important at all			Very important		
a. Special state-level initiatives.....	1	2	3	4	5	(215)
b. District-level initiatives or district improvement plan	1	2	3	4	5	(216)
c. School improvement plan	1	2	3	4	5	(217)
d. Implementation of state or local ACADEMIC standards	1	2	3	4	5	(218)
e. Implementation of state or local SKILLS standards	1	2	3	4	5	(219)
f. Teacher preferences	1	2	3	4	5	(220)

8. How often is professional development for teachers at this school...

	Never	Rarely	Some-times	Fre-quently	Always	
a. Designed or chosen to support the school's improvement goals	1	2	3	4	5	(221)
b. Designed or chosen to support the district's improvement goals	1	2	3	4	5	(222)
c. Designed or chosen to support the implementation of state or local standards	1	2	3	4	5	(223)
d. Evaluated for evidence of improvement in teacher classroom practice.....	1	2	3	4	5	(224)
e. Evaluated for evidence of effects on student achievement	1	2	3	4	5	(225)
f. Considered part of teachers' regular work.....	1	2	3	4	5	(226)
g. Planned by teachers in this school or district.....	1	2	3	4	5	(227)
h. Presented by teachers in this school or district	1	2	3	4	5	(228)
i. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom.....	1	2	3	4	5	(229)

9. In the last 12 months, how often have you participated in professional development activities with teachers from YOUR school? Circle only one number.

- (230)
- 1 Never
 - 2 Once or twice
 - 3 3-5 times
 - 4 6 or more times

10a. Does this school provide teachers with time for professional development during regular contract hours?

- (231)
- 1 Yes → answer #10b
 - 2 No → skip to #11

10b. Are the following used to provide teachers in this school with time for professional development during regular contract hours? Check one per row.

	Yes	No	
(232)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Substitute teachers to cover teachers' classes
(233)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Early dismissal or late start for students
(234)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Professional days built in before the beginning of the school year.
(235)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Professional days built in during the school year
(236)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Professional days built in after the school year
(237)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Common planning time for teachers
(238)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties)

11. Does your school have its own budget for professional development, that is, an amount of money that YOU control?

- (239) 1 Yes
2 No

DISTRICT AND STATE CONDITIONS

12. Please indicate how strongly you agree or disagree with the following statements regarding your district.

	Strongly Disagree			Strongly Agree		
a. I feel that this district inspires the very best in the job performance of its personnel.....	1	2	3	4	5	(240)
b. The district holds high expectations for our school.....	1	2	3	4	5	(241)
c. The district's expectations are <u>too</u> high for our school.....	1	2	3	4	5	(242)
d. The district builds community confidence in our school	1	2	3	4	5	(243)
e. The district promotes my professional development.....	1	2	3	4	5	(244)
f. This district promotes the professional development of teachers	1	2	3	4	5	(245)
g. The district is committed to high standards for every student.....	1	2	3	4	5	(246)
h. District priorities are consistent with my school's priorities	1	2	3	4	5	(247)
i. I am proud to tell others that I work for this district.....	1	2	3	4	5	(248)
j. I am comfortable asking questions or speaking up during district meetings	1	2	3	4	5	(249)
k. This district is centralized and hierarchical.....	1	2	3	4	5	(250)
l. In this district, we hold common beliefs and norms of practice.....	1	2	3	4	5	(251)
m. I receive adequate feedback from district administrators about my own performance	1	2	3	4	5	(252)
n. I know what the district expects of me as a principal	1	2	3	4	5	(253)
o. Resources are distributed equitably across all schools in the district.....	1	2	3	4	5	(254)
p. This district has consistent standards from school to school.....	1	2	3	4	5	(255)
q. The district emphasizes academic standards at all levels of the system.....	1	2	3	4	5	(256)
r. The district office provides needed resources to the schools.....	1	2	3	4	5	(257)

13. Please mark the extent to which you agree or disagree with these statements about your district's relationship with **parents and the community**.

	Strongly Disagree			Strongly Agree		
	1	2	3	4	5	(n)
a. District staff make an effort to reach out to individuals and organizations outside of the school district.....	1	2	3	4	5	(258)
b. Parents and other community members ought to leave school decision making to professionals.....	1	2	3	4	5	(259)
c. The district encourages and supports parents to help their children succeed academically.....	1	2	3	4	5	(260)
d. Parents and other community members are actively involved in setting goals and strategies for educational improvement in our district.....	1	2	3	4	5	(261)
e. District staff work hard to partner with outside individuals and organizations to build capacity for educational improvement.....	1	2	3	4	5	(262)

14. Now please consider the trust between principals and district administrators in your district. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Dis-agree	Agree	Strongly Agree	
	1	2	3	4	(n)
a. It's OK in this district to discuss feelings, frustrations, and worries with administrators in the district office.....	1	2	3	4	(263)
b. District-level administrators look out for the personal welfare of the principals in the district.....	1	2	3	4	(264)
c. I trust the district administrators at their word.....	1	2	3	4	(265)
d. The superintendent of this district is an effective manager who makes the district run smoothly.....	1	2	3	4	(266)
e. The district administrators place the needs of children ahead of their personal and political interests.....	1	2	3	4	(267)
f. The district administrators have confidence in the expertise of the principals.....	1	2	3	4	(268)
g. The district administrators take a personal interest in the professional development of principals.....	1	2	3	4	(269)
h. I really respect the district administrators as educators.....	1	2	3	4	(270)

15. To what extent do you feel respected by the following groups?

	Not at all	A little	Some	To a great extent	
	1	2	3	4	(n)
a. Your district administrators.....	1	2	3	4	(271)
b. Teachers in your school.....	1	2	3	4	(272)
c. Students in your school.....	1	2	3	4	(273)
d. Parents of students in your school.....	1	2	3	4	(274)

END CARD 2

B3 DUP 1-5
CARD 3 (306-307)

16. The following set of questions concerns decision-making influence. Please indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities. (Leave blank if not applicable.)

	No influence					A great deal of influence					
a. ESTABLISHING CURRICULUM AT THIS SCHOOL											
1) State Department of Education.....	1	2	3	4	5	(308)					
2) School district staff.....	1	2	3	4	5	(309)					
3) School board.....	1	2	3	4	5	(310)					
4) Principals.....	1	2	3	4	5	(311)					
5) Teachers.....	1	2	3	4	5	(312)					
6) Department chairs (if applicable).....	1	2	3	4	5	(313)					
7) Content or instructional specialists.....	1	2	3	4	5	(314)					
8) Library media specialists/librarians.....	1	2	3	4	5	(315)					
9) Site governance teams.....	1	2	3	4	5	(316)					
10) Staff developer.....	1	2	3	4	5	(317)					

	No influence					A great deal of influence					
b. HIRING NEW FULL-TIME TEACHERS AT THIS SCHOOL											
1) State Department of Education.....	1	2	3	4	5	(318)					
2) School district staff.....	1	2	3	4	5	(319)					
3) School board.....	1	2	3	4	5	(320)					
4) Principals.....	1	2	3	4	5	(321)					
5) Teachers.....	1	2	3	4	5	(322)					
6) Department chairs (if applicable).....	1	2	3	4	5	(323)					
7) Content or instructional specialists.....	1	2	3	4	5	(324)					
8) Library media specialists/librarians.....	1	2	3	4	5	(325)					
9) Site governance teams.....	1	2	3	4	5	(326)					
10) Staff developer.....	1	2	3	4	5	(327)					

	<u>No influence</u>		<u>A great deal of influence</u>			
c. DETERMINING THE CONTENT OF IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS IN THIS SCHOOL						
1) State Department of Education.....	1	2	3	4	5	(328)
2) School district staff.....	1	2	3	4	5	(329)
3) School board.....	1	2	3	4	5	(330)
4) Principals.....	1	2	3	4	5	(331)
5) Teachers	1	2	3	4	5	(332)
6) Department chairs (if applicable).....	1	2	3	4	5	(333)
7) Content or instructional specialists.....	1	2	3	4	5	(334)
8) Library media specialists/librarians.....	1	2	3	4	5	(335)
9) Site governance teams	1	2	3	4	5	(336)
10) Staff developer	1	2	3	4	5	(337)

	<u>No influence</u>		<u>A great deal of influence</u>			
d. DECIDING HOW YOUR SCHOOL BUDGET WILL BE SPENT						
1) State Department of Education.....	1	2	3	4	5	(338)
2) School district staff.....	1	2	3	4	5	(339)
3) School board.....	1	2	3	4	5	(340)
4) Principals.....	1	2	3	4	5	(341)
5) Teachers	1	2	3	4	5	(342)
6) Department chairs (if applicable).....	1	2	3	4	5	(343)
7) Content or instructional specialists.....	1	2	3	4	5	(344)
8) Library media specialists/librarians.....	1	2	3	4	5	(345)
9) Site governance teams	1	2	3	4	5	(346)
10) Staff developer	1	2	3	4	5	(347)

	<u>No influence</u>		<u>A great deal of influence</u>			
e. SETTING PERFORMANCE STANDARDS FOR STUDENTS OF THIS SCHOOL						
1) State Department of Education.....	1	2	3	4	5	(348)
2) School district staff.....	1	2	3	4	5	(349)
3) School board.....	1	2	3	4	5	(350)
4) Principals.....	1	2	3	4	5	(351)
5) Teachers	1	2	3	4	5	(352)
6) Department chairs (if applicable).....	1	2	3	4	5	(353)
7) Content or instructional specialists.....	1	2	3	4	5	(354)
8) Library media specialists/librarians.....	1	2	3	4	5	(355)
9) Site governance teams	1	2	3	4	5	(356)
10) Staff developer	1	2	3	4	5	(357)

17. How would you characterize your school's relationship with each of the following individuals or groups?

	Very Conflictual	Conflic- tual	Somewhat Conflic- tual	Somewhat Cooper- ative	Cooper- ative	Very Cooperative	
a. Parents	1	2	3	4	5	6	(358)
b. School Board.....	1	2	3	4	5	6	(359)
c. Teachers' Union	1	2	3	4	5	6	(360)
d. Superintendent	1	2	3	4	5	6	(361)
e. District Office Staff.....	1	2	3	4	5	6	(362)

18. Now consider your district's general approach to **school improvement**. To what extent do you agree or disagree with the following statements?

	Strongly Disagree					Strongly Agree					
a. This district provides all schools the same level and kind of support for reform	1	2	3	4	5	1	2	3	4	5	(363)
b. This district has a good understanding of schools' reform agendas	1	2	3	4	5	1	2	3	4	5	(364)
c. This district fosters communication between different schools in the district....	1	2	3	4	5	1	2	3	4	5	(365)
d. This district believes schools benefit from having an array of reform programs going on at the same time	1	2	3	4	5	1	2	3	4	5	(366)
e. District support of schools' reform efforts is determined on a school by school basis	1	2	3	4	5	1	2	3	4	5	(367)
f. The district supports my school's efforts to improve	1	2	3	4	5	1	2	3	4	5	(368)
g. The district creates mandates without providing adequate support	1	2	3	4	5	1	2	3	4	5	(369)
h. This district ensures that student learning is the "bottom line" in this school	1	2	3	4	5	1	2	3	4	5	(370)
i. The district helps my school focus on teaching and learning	1	2	3	4	5	1	2	3	4	5	(371)
j. The district does not understand my school's reform agenda	1	2	3	4	5	1	2	3	4	5	(372)
k. The district encourages principals to take risks in order to make change.....	1	2	3	4	5	1	2	3	4	5	(373)

END CARD 3
B4 DUP 1-5
CARD 4 (406-407)

19. Please indicate the extent to which your district provides each of the following **kinds of support for school improvement**.

	Not at all	Very Little	Some-what	Consi-derable	A great deal	
a. This district helps my school develop and maintain high standards.....	1	2	3	4	5	(408)
b. This district helps me promote and nurture a focus on teaching and learning in the school.....	1	2	3	4	5	(409)
c. This district supports my school’s efforts to be accountable to its own local community	1	2	3	4	5	(410)
d. This district provides support to enable teachers to adjust curriculum and instruction to meet all students’ individual needs.....	1	2	3	4	5	(411)
e. This district helps my school use information about student achievement relative to standards in order to improve instruction.....	1	2	3	4	5	(412)
f. This district routinely helps my school set benchmarks and evaluate progress toward school and district standards	1	2	3	4	5	(413)
g. This district has helped my school establish systems of governance and decision making which include participation by key stakeholder groups (i.e., students, parents, and staff)	1	2	3	4	5	(414)
h. This district has helped my school establish processes and strategies for handling stress, conflict, and divergent views.....	1	2	3	4	5	(415)
i. The district fosters communication between my school and other schools <u>in</u> the district.....	1	2	3	4	5	(416)

20. Please rate the district’s overall role in supporting or constraining your school’s efforts to improve. (An “active partner” would support your school’s reform in areas such as data collection and analysis, development of standards, staff development, and curriculum.) Please circle only one number.

-3	-2	-1	0	+1	+2	+3
Major Constraint	Moderate Constraints	Minor Constraints	Neutral	Minor Support	Moderate Support	Strong Support
District policies and practices are <u>obstacles</u> to our school’s improvement			District neither helps nor hinders our efforts to improve			District is an <u>active partner</u> in our school’s improvement

(417)

BACKGROUND INFORMATION

21. *What is the highest degree you have earned?* Please circle only one.

- (418) 1 Associate degree
 2 Bachelor's degree (B.A., B.S., B.E., etc.)
 3 Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
 4 Education specialist or professional diploma (at least one year beyond master's level)
 5 Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
 6 Do not have a degree

22. *How many years have you been at **this school** as a:*

teacher	_____	years (419-420)
principal	_____	years (421-422)
other administrator	_____	years (423-424)

23. *How many years did you work at **other schools in this district** as a:*

teacher	_____	years (425-426)
principal	_____	years (427-428)
other administrator	_____	years (429-430)

24. *How many years did you work in **other districts** as a:*

teacher	_____	years (431-432)
principal	_____	years (433-434)
other administrator	_____	years (435-436)

25. *Prior to becoming a principal, did you participate in any district or school training or development program for ASPIRING school principals?* Circle one.

- (437) 1 Yes
 2 No

26. *In the last 12 months, have YOU participated in the following kinds of professional development?* Check one per row.

- | | <u>Yes</u> | <u>No</u> | |
|-------|----------------------------|----------------------------|---|
| (438) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | University course(s) related to your role as principal |
| (439) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Visits to other schools designed to improve your own work as principal |
| (440) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Individual or collaborative research on a topic of interest to you professionally |
| (441) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Mentoring and/or peer observation and coaching of principals, as part of a formal arrangement that is recognized or supported by the school or district |
| (442) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Participating in a principal network (e.g., one organized by an outside agency or through the Internet) |
| (443) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Workshops or conferences related to your role as principal |
| (444) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Workshops or training in which you were the presenter |
| (445) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Attending professional association meetings |
| (446) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Other (please specify) _____ (447-448) |

27. *How much of the time do you feel satisfied with your job?* (Circle one)

- (449) All of the time 4
Most of the time 3
Some of the time 2
Almost never 1

28. *What is your gender?* Male 1 Female 2 (450)

29. *Which best describes your race and ethnicity?* Circle all that apply.

- American Indian or Alaskan Native ... 1 (451)
Asian or Pacific Islander 2 (452)
Latino/a 3 (453)
African-American 4 (454)
White 5 (455)
Other (write in) _____ 6 (456)

(457-458)

[STATE NAME] AND [DISTRICT NAME] POLICIES AND PROGRAMS

30. How would you rate the overall impact of each of the following policies or programs on your school's success? Leave blank if not applicable.

		Very Negative	Some- what Negative	No Effect	Some- what Positive	Very Positive	
a. STATE							
1)	.....	-2	-1	0	+1	+2	(459)
2)	.....	-2	-1	0	+1	+2	(460)
3)	.....	-2	-1	0	+1	+2	(461)
4)	.....	-2	-1	0	+1	+2	(462)
5)	.....	-2	-1	0	+1	+2	(463)
6)	.....	-2	-1	0	+1	+2	(464)
7)	.....	-2	-1	0	+1	+2	(465)
8)	.....	-2	-1	0	+1	+2	(466)
9)	.....	-2	-1	0	+1	+2	(467)
10)	.....	-2	-1	0	+1	+2	(468)
11)	.....	-2	-1	0	+1	+2	(469)
12)	.....	-2	-1	0	+1	+2	(470)
13)	.....	-2	-1	0	+1	+2	(471)
14)	.....	-2	-1	0	+1	+2	(472)
15)	.....	-2	-1	0	+1	+2	(473)
16)	.....	-2	-1	0	+1	+2	(474)

END CARD 4
B5 DUP 1-5
CARD 5 (506-507)

		Very Negative	Some- what Negative	No Effect	Some- what Positive	Very Positive	
b. DISTRICT							
1)	.....	-2	-1	0	+1	+2	(508)
2)	.....	-2	-1	0	+1	+2	(509)
3)	.....	-2	-1	0	+1	+2	(510)
4)	.....	-2	-1	0	+1	+2	(511)
5)	.....	-2	-1	0	+1	+2	(512)
6)	.....	-2	-1	0	+1	+2	(513)
7)	.....	-2	-1	0	+1	+2	(514)
8)	.....	-2	-1	0	+1	+2	(515)
9)	.....	-2	-1	0	+1	+2	(516)
10)	.....	-2	-1	0	+1	+2	(517)
11)	.....	-2	-1	0	+1	+2	(518)
12)	.....	-2	-1	0	+1	+2	(519)

		Very Negative	Some- what Negative	No Effect	Some- what Positive	Very Positive	
c. OTHER POLICIES OR PROGRAMS THAT HAVE HAD AN IMPACT ON YOUR SCHOOL (PLEASE WRITE IN)							
1)	_____	-2	-1	0	+1	+2	(520)
2)	_____	-2	-1	0	+1	+2	(521)

THANK YOU FOR THE TIME AND THOUGHT YOU CONTRIBUTED TO THIS SURVEY!