

**A Longitudinal/Cross-Sectional Study of the Impact of *Mathematics in Context*
on Student Mathematical Performance**

School Profile
(Working Paper #14)

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Description of School Profile

The School Profile was sent to the principals in the fall of each study year. The School Profile was designed to gather demographic information on participating study schools. Items 1-31 and 38 on the School Profile were adapted from Webb & Dowling (1993).

The initial section of the School Profile provided information about the person who completed the profile. The purpose of the first section of the School Profile (Items 1-3) was to collect information about the principal: name, gender, and number of years in this capacity at this school. In the next section, general information about the school for the current year was sought: (a) the grades served by the school (Item 4); (b) the student enrollment by gender (Items 5 and 6); and (c) the student enrollment by grade level (Items 7-11).

In the third section of the School Profile, information was gathered on students' fixed characteristics for the current year: (a) percent of student enrollment by race/ethnicity (Items 12-19); (b) percent of students for whom English was a second language (Item 20); and (c) percent of students who participated in government-funded lunch programs (Item 21). The purpose of the fourth section of the School Profile was to collect information about teachers' gender and racial/ethnic backgrounds (Items 22-29).

In the fifth section of the School Profile, information was gathered on the school mathematics program: (a) the number of times mathematics classes met per week (Item 30); (b) the typical length of a class period (Item 31); (c) the number of teachers of mathematics who were certified as mathematics teachers (Item 32); and (c) the number of teachers teaching mathematics who were certified in an area other than mathematics or had general teacher certification (Item 33). In the next section, information was gathered on the number of classes that used *Mathematics in Context* by grade level and the number of students who participated in such classes (Items 34-37).

In the final section of the School Profile, information was gathered on parental involvement in activities related to the school mathematics program, such as Family Math, classroom aides, tutoring, mentoring, and speaking (Item 38).

Reference

Webb, N. L., & Dowling, M. (1993). *Evaluation study of the interactive mathematics program (IMP): A preliminary report on the results of questionnaires administered to teachers, students, and parents*. Madison, WI: University of Wisconsin–Madison.



SCHOOL PROFILE 1999-2000

Thank you for completing the information on this questionnaire. Your responses will help the staff of the *Mathematics in Context* longitudinal study gain a clearer understanding of the characteristics of the schools participating in this study. We are particularly interested in characteristics of the school that may influence the implementation of mathematics curricula.

Return the completed questionnaire as soon as possible in the return envelope.

Name of the person completing this questionnaire:

_____ MI
Last name First name

Position: _____

School Name: _____

School Address: _____

Principal

1. Principal's name

_____ MI
Last name First name

2. Gender (circle one): Female..... 1 Male..... 2

3. Number of years in this position at this school (circle one)

Less than one year.....1	10-15 years.....5
2-3 years.....2	16-20 years.....6
4-6 years.....3	21 or more years.....7
7-9 years.....4	

General Information

4. Grades served by the school: _____

Indicate the student enrollment for the 1999–2000 school year by gender.

5. Female: _____ 6. Male: _____

Indicate the student enrollment for the 1999–2000 school year by grade level.

7. Grade 5: _____ 10. Grade 8: _____

8. Grade 6: _____ 11. Grade 9: _____

9. Grade 7: _____

Students

Indicate the percentage of student enrollment for the 1999–2000 school year by race/ethnicity.

	Grade	5	6	7	8	9
12. African American		_____	_____	_____	_____	_____
13. American Indian, Eskimo, or Aleut		_____	_____	_____	_____	_____
14. Asian/Pacific Islander		_____	_____	_____	_____	_____
15. Hispanic		_____	_____	_____	_____	_____
16. White		_____	_____	_____	_____	_____
17. Multiracial		_____	_____	_____	_____	_____
18. Haitian		_____	_____	_____	_____	_____
19. Other						
Please specify: _____		_____	_____	_____	_____	_____
Please specify: _____		_____	_____	_____	_____	_____
		100%	100%	100%	100%	100%

20. For what percentage of the school students in 1999–2000 is English a second language? (circle one)

- | | |
|---------------------|---------------------|
| Less than 20%.....1 | 46–55%.....4 |
| 20–35%.....2 | 56–65%.....5 |
| 36–45%.....3 | More than 65%.....6 |

21. What percentage of the school students in the 1999–2000 school year participate in a government-funded school lunch program? (circle one)

- | | |
|---------------------|---------------------|
| Less than 10%.....1 | 31–40%.....4 |
| 10–20%.....2 | 41–50%.....5 |
| 21–30%.....3 | More than 50%.....6 |

Teachers

For the 1999–2000 school year, indicate the percentage of teachers according to the following racial/ethnic groups and gender.

	<u>Percentage</u>	<u>Female</u>	<u>Male</u>
22. African American	_____	_____	_____
23. American Indian, Eskimo, or Aleut	_____	_____	_____
24. Asian or Pacific Islander	_____	_____	_____
25. Hispanic	_____	_____	_____
26. White	_____	_____	_____
27. Multiracial	_____	_____	_____
28. Haitian	_____	_____	_____
29. Other			
Please specify:_____	_____	_____	_____
Please specify:_____	_____	_____	_____

School Mathematics Program

30. How often does a math class meet per week? _____
31. What is the typical length of a math class per meeting? _____
32. For the 1999–2000 school year, how many teachers in your school who are teaching mathematics are certified mathematics teachers? _____
33. For the 1999–2000 school year, how many teachers in your school who are teaching mathematics are certified in an area other than math or have general teacher certification? _____

Please list the number of *Mathematics in Context* classes offered at each grade level and the number of students enrolled in these classes.

	Number of MiC classes available	Student enrollment in MiC classes
34. Grade 5	_____	_____
35. Grade 6	_____	_____
36. Grade 7	_____	_____
37. Grade 8	_____	_____

38. Are there any particular activities related to the school mathematics program in which the parents participate (e.g., Family Math, in-class aides, tutoring, mentoring, guest speaking)? If so, please describe these activities.
