



1999–2000 Schools and Staffing Survey (SASS) Data File User's Manual



U.S. Department of Education
Institute of Education Sciences
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Preface

This volume is intended to document the data collection of the 1999–2000 Schools and Staffing Survey (SASS) and is intended for several types of readers. Researchers ready to access the data file may choose to go directly to the Electronic Codebooks on the CD-ROMs (restricted-use or public-use), which contain layout and descriptive information on all survey and sampling variables.

Persons wishing to ascertain whether their research needs can be served by SASS data may find the Overview useful with descriptions of the survey's contents and objectives. For those interested in the design and methodology of each SASS component, there are chapters on Sample Design and Implementation, Data Collection, Data Processing, Imputation Procedures, and Weighting and Variance Estimation. (Note: For the 1987–88, 1990–91, and 1993–94 SASS, both a sample design and estimation report and a data file user's manual were published. For the 1999–2000 SASS, all material is included in this volume.)

Such persons may also find it useful to access the SASS website (<http://nces.ed.gov/surveys/sass>). The website includes an overview to SASS as well as sections on research issues and methods and procedures, a What's New section describing recent data file and report releases, and another section listing all SASS releases, downloadable pdf files of all SASS questionnaires, and an Item Bank (<http://nces.ed.gov/surveys/SASS/sassib>) that allows users to search and view all items that appear in the 1993–94 and 1999–2000 SASS and the 1994–95 Teacher Follow-up Survey (TFS) questionnaires.

We are interested in your reaction to the information presented here about the SASS data collection systems as well as the data files we release. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information, please contact us via e-mail:

sassdata@ed.gov

Or write us at the following address:

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We are also interested in the research you do using the SASS datasets. We would be pleased to receive copies of reports, working papers, and published articles using data from SASS. Send them to the address above.

Acknowledgments

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The Education Surveys Branch of the Bureau of the Census, as the primary data collector, prepared all data files and drafted major sections of this report. The Education Surveys and Surveys Coordination Branch (ESSCB) of the Demographic Surveys Division (DSD), including Andy Zukerberg, Patrick Healy, and the entire Consumer Expenditures Programming Branch headed by Howard McGowan and assisted by Xiaodong Guan, Stella Kim, Renee Cox, and Jennifer Peterson, produced the computer edits and imputation scheme. Dennis Schwanz of the Demographic Statistical Methods Division (DSMD) provided specifications for universe creation, sample selection, decision rules for eligibility, and specifications for weighting and variances. Charles Edwards and Richard Frazier of DSMD supervised fieldwork for all universe creation aspects of SASS, Diane Probst of DSMD handled the programming of the universe creation and sample selection systems, and David Miller of DSMD handled the reinterview program.

The Education Statistics Services Institute provided technical support and reviewed data files and tables as well as created the ASCII files and Access database for the codebooks for the restricted-use and public-use Electronic Codebooks. Greg Strizek, Deanna Lyter, Michael Luekens, Sarah Kaffenberger, Erica McKnight, Erin Fox, and Kristina Dunman provided crosswalks and SPSS syntax, reviewed tables, researched discrepancies, and assisted with other tasks as needed. Elizabeth Jacinto and Dan McGrath wrote the SAS code for the ASCII data files. Technical reviewers at ESSI were Gerard Rainville and Mike Planty.

Finally, the restricted-use and public-use electronic codebooks would not be possible with the technical support of Synectics, primarily due to Shu Sun, who developed the source code. Steve Wenck provided information about the codebooks and SAS syntax for the manual, and Sameer Desale, Hannah Kyeyune, and Emmanuel Sikali developed the design effect tables.

Table of Contents

PREFACE	iii
ACKNOWLEDGMENTS	iv
I. OVERVIEW	1
A. BACKGROUND	1
B. PURPOSE AND CONTENT OF THE SURVEY	2
1. School District Questionnaire (Form SASS-1A)	2
2. School Principal Questionnaire (Forms SASS-2A, -2B, -2C, and -2D)	3
3. School Questionnaire (Forms SASS-3A, -3B, -3C, and -3D)	4
4. School Teacher Questionnaire (Forms SASS-4A, -4B, -4C, and -4D)	5
5. School Library Media Center Questionnaire (Forms LS-1A, -1B, and -1C)	5
6. Teacher Follow-up Survey (TFS) (Forms TFS-1, -2, and -3)	6
C. TARGET POPULATIONS AND ESTIMATES	7
1. Target Populations	7
2. Sampling Frame	7
3. Sample Design	8
4. Estimates	8
5. Response Rates	9
D. PERIODICITY OF THE SURVEY	10
E. CONTENTS OF THE MANUAL	10
II. CHANGES IN SASS DESIGN, CONTENT, AND METHODOLOGY FROM 1993–94 TO 1999–2000	13
A. DESIGN CHANGES	13
B. CONTENT CHANGES	13
1. Additions	13
2. Deletions	14
C. PROCEDURAL CHANGES	14
1. Timing	14
2. SASS and PSS Concurrence	14
3. Use of Generalized Survey Design and Documentation System	15
4. Questionnaire Printing	16
5. Questionnaire Imaging	19
D. METHODOLOGY CHANGES	19
1. Teacher Listing Form (TLF)	19
2. Incentives	19
3. Internet Reporting Option	20
4. Nonresponse Follow-up	20
5. School Locale Code Changes	21
III. PREPARATION FOR THE 1999–2000 SASS	23
A. COGNITIVE INTERVIEWS ON THE SCHOOL TEACHER QUESTIONNAIRES	23
B. COGNITIVE INTERVIEWS AND SPLIT PANEL TEST ON THE TEACHER LISTING FORM	24
C. 1998 SPRING FIELD TEST	24
D. 1998 FALL FIELD TEST	27
E. FINDINGS AND ACTIONS TAKEN SUBSEQUENT TO THE 1998 FALL FIELD TEST	30

IV. SAMPLE DESIGN AND IMPLEMENTATION.....	35
A. PUBLIC, BIA, AND PUBLIC CHARTER SCHOOLS.....	35
1. Sampling Frames.....	35
2. Allocation.....	36
3. School Sorting.....	41
4. Sample Selection.....	42
B. SCHOOL DISTRICTS.....	42
C. PRIVATE SCHOOLS.....	43
1. Sampling Frames.....	43
2. Allocation.....	45
3. School Sorting.....	51
4. Sample Selection.....	51
D. MINIMIZING OVERLAP WITH NAEP AND ECLS.....	51
1. Terminology.....	52
2. Conditional Selection Probabilities.....	52
E. SASS/NAEP OVERLAP SAMPLE DESIGN.....	53
F. PUBLIC, PRIVATE, AND BIA SCHOOL LIBRARY MEDIA CENTERS.....	53
G. PUBLIC, PRIVATE, BIA, AND PUBLIC CHARTER SCHOOL TEACHERS.....	53
1. Sampling Frame.....	53
2. Allocation.....	54
3. Teacher Sorting.....	57
4. Teacher Selection.....	57
V. DATA COLLECTION.....	59
A. TIME FRAME OF THE SURVEY.....	59
B. DATA COLLECTION PROCEDURES.....	60
1. Local Education Agencies (LEAs) and the School District Questionnaire (SASS-1A).....	61
2. Teacher Listing Form (SASS-16).....	62
3. School Questionnaires (SASS-3A, -3B, -3C, and -3D).....	63
4. School Principal Questionnaires (SASS-2A, -2B, -2C, and -2D).....	64
5. School Teacher Questionnaires (SASS-4A, -4B, -4C, and -4D).....	64
6. School Library Media Center Questionnaires (LS-1A, -1B, and -1C).....	65
VI. RESPONSE RATES.....	67
A. SURVEY RESPONSE RATES.....	67
B. NONRESPONSE BIAS ANALYSIS.....	70
1. Unit-Level Nonresponse.....	70
2. Item-Level Nonresponse.....	71
C. ITEM RESPONSE RATES.....	72
VII. DATA PROCESSING.....	75
A. QUESTIONNAIRE CHECK-IN.....	75
B. DATA CAPTURE.....	75
C. REFORMATTING.....	75
D. PRELIMINARY ISR CLASSIFICATION.....	75
E. COMPUTER PRE-EDIT.....	76
F. COMPUTER EDIT.....	78

G.	FINAL INTERVIEW STATUS EDIT	79
1.	School District Survey (SASS-1A).....	80
2.	School Principal Surveys (SASS-2A, -2B, -2C, and -2D).....	80
3.	Public School Survey (SASS-3A)	81
4.	Private School Survey (SASS-3B)	81
5.	BIA School Survey (SASS-3C).....	82
6.	Public Charter School Survey (SASS-3D)	83
7.	Teacher Surveys (SASS-4A, -4B, -4C, and -4D)	84
8.	School Library Media Center Surveys (LS-1A, -1B, and -1C)	85
H.	IMPUTATION.....	86
VIII.	IMPUTATION PROCEDURES.....	87
A.	IMPUTATION STAGES	87
1.	Stage 1	87
2.	Stage 2	87
3.	Stage 3	88
B.	CREATION OF IMPUTED VALUES.....	88
IX.	WEIGHTING AND VARIANCE ESTIMATION.....	95
A.	SCHOOL WEIGHTS (SCHOOL SURVEY, SASS-3A, -3B, -3C, AND -3D).....	96
1.	Definition of School Weight.....	96
2.	School Weighting Adjustment Cells.....	96
B.	SCHOOL PRINCIPAL WEIGHTS (SCHOOL PRINCIPAL SURVEY, SASS-2A, -2B, -2C, AND -2D).....	99
C.	PUBLIC SCHOOL DISTRICT WEIGHT (SCHOOL DISTRICT SURVEY, SASS-1A).....	99
1.	Definition of District Weight.....	99
2.	Calculation of District Basic Weights	100
D.	SCHOOL TEACHER WEIGHT (SCHOOL TEACHER SURVEY, SASS-4A, -4B, -4C, AND -4D).....	102
1.	Definition of Teacher Weight.....	102
2.	Teacher Weighting Adjustment Cells.....	103
E.	SCHOOL LIBRARY WEIGHT (SCHOOL LIBRARY MEDIA CENTER SURVEY, LS-1A, -1B, AND -1C)	105
1.	Definition of School Library Weight.....	105
2.	School Library Adjustment Cells	106
F.	VARIANCE ESTIMATION.....	108
1.	Replication Method	108
2.	Taylor Series Linearization Method	111
3.	Approximate Sampling Errors.....	112
4.	Details on How Replicate Weights Were Developed	118
5.	Summary.....	120
X.	REVIEWING THE QUALITY OF SASS DATA.....	121
A.	SCHOOL DISTRICT UNIT COUNT COMPARISON (SASS-1A)	122
B.	SCHOOL DISTRICT ANALYTIC COUNT COMPARISON (SASS-1A).....	125
C.	PUBLIC SCHOOL UNIT COUNT COMPARISON (SASS-3A).....	127
D.	PUBLIC SCHOOL STUDENT COUNT COMPARISON (SASS-3A).....	128
E.	PUBLIC SCHOOL TEACHER FTE COMPARISON (SASS-4A).....	130
F.	PRIVATE SCHOOL UNIT COMPARISON (SASS-3B)	131
G.	PRIVATE SCHOOL STUDENT COUNT COMPARISON (SASS-3B).....	132
H.	PRIVATE FTE TEACHER COMPARISON (SASS-4B)	134

I.	RESPONSE VARIANCE	135
1.	Content of Reinterview Questionnaires.....	135
2.	Procedures.....	135
3.	Major Findings.....	136
XI.	RESTRICTED-USE VS. PUBLIC-USE DATA FILES	137
A.	RESTRICTED-USE DATA.....	137
1.	How to Get Restricted-Use Data Files.....	137
2.	Treatment of Public Charter Schools and BIA Schools.....	138
B.	PUBLIC-USE DATA.....	138
1.	How to Get Public-Use Data Files.....	139
2.	Public-Use Data Files	139
C.	FILE LINKAGE WITHIN SASS.....	140
1.	Sample SAS Syntax for Merging Files Within SASS and Attaching Variable Labels	142
2.	Sample SPSS Syntax for Merging Files Within SASS.....	144
D.	MERGING SASS DISTRICT AND PUBLIC SCHOOL DATA WITH CCD DATA.....	145
E.	MERGING SASS PRIVATE SCHOOL DATA WITH PSS DATA.....	145
XII.	SAMPLING, CREATED, WEIGHTING, AND IMPUTATION FLAG VARIABLES	147
A.	SAMPLING VARIABLES.....	147
1.	Urbanicity of School (URBANIC)—Principal, Teacher, and School Files	147
2.	Region (REGION).....	147
3.	3-Level Typology (RELIG)—Private Principal, Teacher, and School Files	148
4.	School Control Number (SCHCNTL)—Principal, Teacher, and School Files	148
B.	CREATED VARIABLES	149
1.	School Level (SCHLEVEL)—Principal, Teacher, and School Files	150
2.	Total Ungraded and K–12 Enrollment (ENRK12UG)—Principal and Teacher Files.....	150
C.	WEIGHTING VARIABLES	150
D.	IMPUTATION FLAG VARIABLES	150
XIII.	USER NOTES AND CAUTIONS.....	153
A.	1999–2000 SASS ELECTRONIC CODEBOOK (ECB).....	153
B.	CALCULATION OF AVERAGE YEARS OF TEACHING EXPERIENCE.....	153
C.	FIPS CODES	154
D.	CODES FOR TEACHERS' MAJOR FIELD OF STUDY	154
E.	INDUSTRY AND OCCUPATION CODES	154
F.	CAUTIONS CONCERNING THE MEASUREMENT OF CHANGE ESTIMATES	154
1.	School Locale Codes Over Time.....	155
2.	Changing the Sampling Frame for Public Schools From QED to CCD.....	156
3.	Changing the Sampling Frame for Private Schools From QED to PSS	156
4.	Estimated Number of Teachers From the Teacher File Versus Estimated Number of Teachers From the School File	156
5.	Questionnaire and Conceptual Differences	157
6.	Calculating the Standard Error for a Cross-Year Comparison	158
REFERENCES	159

APPENDIXES

APPENDIX A. KEY TERMS FOR SASS..... A-1

APPENDIX B. QUESTIONNAIRE AVAILABILITY B-1

APPENDIX C. SELECTED UNWEIGHTED AND WEIGHTED RESPONSE RATE TABLES C-1

APPENDIX D. COUNTS OF CHANGES MADE TO QUESTIONNAIRE VARIABLES IN THE PRE-EDIT AND
THE COMPUTER EDIT..... D-1

APPENDIX E. IMPUTATION PROCEDURES FOR INDIVIDUAL QUESTIONNAIRES..... E-1

APPENDIX F. VARIABLE CATEGORIES USED IN DEVELOPING ADJUSTMENT FACTOR CELLS FOR
WEIGHTING F-1

APPENDIX G. DESIGN EFFECT TABLES..... G-1

APPENDIX H. RESPONSE VARIANCE IN THE 1999–2000 SCHOOLS AND STAFFING SURVEY H-1

APPENDIX I. SAMPLING AND CREATED VARIABLES..... I-1

APPENDIX J. CROSSWALK OF CODES FOR TEACHERS’ MAJOR FIELD OF STUDY J-1

APPENDIX K. INDUSTRY AND OCCUPATION CODES..... K-1

APPENDIX L. CROSSWALK AMONG ITEMS IN THE 1987–88, 1990–91, 1993–94, AND 1999–2000
SASS L-1

List of Tables

Table 1.	Unweighted and weighted survey response rates and overall response rates (in percent), by survey: 1999–2000.....	10
Table 2.	Number of schools completing cognitive interviews on the Teacher Listing Form (TLF), by grade range: 1997.....	24
Table 3.	Field test sample size and final response rate, by questionnaire: Spring 1998.....	25
Table 4.	Number of field test telephone follow-up interviews that were behavior coded, by questionnaire: Spring 1998.....	26
Table 5.	Number of field test cognitive interviews, by questionnaire and instructional level and location: Spring 1998.....	27
Table 6.	Field test sample size and final response rate, by questionnaire: Fall 1998.....	28
Table 7.	Number of field test cognitive interviews, by questionnaire and instructional level and location: Fall 1998.....	29
Table 8.	Public school stratum sample sizes, by state and school level, and percentage of frame selected, by state: 1999–2000.....	39
Table 9.	Proportion of public school frame selected in sample, by school level: 1999–2000.....	40
Table 10.	American Indian or Alaska Native stratum sample size, by school level and state: 1999–2000.....	40
Table 11.	Sample allocation for public, BIA, and public charter schools, by school level: 1999–2000.....	41
Table 12.	Number of sampled public school districts, by state: 1999–2000.....	43
Table 13.	Allocated private school list frame stratum sample size, by region, school level, and affiliation: 1999–2000.....	48
Table 14.	Allocated private school sample list frame sample size, by school level and affiliation: 1999–2000.....	49
Table 15.	Proportion of private school list frame selected in sample, by affiliation, school level, and region: 1999–2000.....	50
Table 16.	Sample allocation for private schools, by school level: 1999–2000.....	51
Table 17.	Average expected number of new and experienced teachers selected per school, by school level and school type: 1999–2000.....	55
Table 18.	Values of R , H , and Q , by school type and wave of sample selection: 1999–2000.....	57
Table 19.	Number of selected teachers in sample, by teacher type and school type: 1999–2000.....	58
Table 20.	Data collection time schedule: 1999–2000.....	59
Table 21.	Response by mode of data collection, by questionnaire: 1999–2000.....	60
Table 22.	Summary of nonresponse follow-up activities by field division regional offices and field representatives, by questionnaire: October 1, 1999–December 31, 2000.....	62
Table 23.	Weighted and unweighted questionnaire response rates and weighted overall response rates (in percent), by survey: 1999–2000.....	67
Table 24.	Final weighted response rates (in percent) for public school districts, schools, principals, teachers, and school library media centers, by state: 1999–2000.....	68
Table 25.	Final weighted response rates (in percent) for private schools, principals, teachers, and school library media centers, by NCES typology: 1999–2000.....	69
Table 26.	Final weighted response rates for BIA schools, principals, teachers, and school library media centers: 1999–2000.....	69
Table 27.	Final weighted response rates for public charter schools, principals, and teachers: 1999–2000.....	69
Table 28.	Summary of unweighted item response rates, by survey: 1999–2000.....	73
Table 29.	Items with unweighted response rates of less than 75 percent, by survey: 1999–2000.....	74
Table 30.	Reasons for pre-edit rejection of district data (SASS-1A): 1999–2000.....	77
Table 31.	Reasons for pre-edit rejection of public school data (SASS-3A): 1999–2000.....	78

Table 32.	Summary of changes made to variables in the pre-edit, by survey: 1999–2000.....	78
Table 33.	Summary of changes made to variables in the computer edit, by survey: 1999–2000.....	79
Table 34.	Preliminary and final ISR counts and percent change: 1999–2000.....	85
Table 35.	Minimum and maximum percentages of imputed items, by survey: 1999–2000.....	89
Table 36.	Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000.....	90
Table 37.	Distribution of final weights, by file: 1999–2000.....	95
Table 38.	Full sample weights and replicate weights: 1999–2000.....	110
Table 39.	Types of statistics for which design effects were calculated: 1999–2000.....	113
Table 40.	Average design effects for the district survey, by region: 1999–2000.....	114
Table 41.	Average design effects for the principal surveys, by region: 1999–2000.....	114
Table 42.	Average design effects for the school surveys, by region: 1999–2000.....	115
Table 43.	Average design effects for the teacher surveys, by region: 1999–2000.....	115
Table 44.	Average design effects for the library media center surveys, by region: 1999–2000.....	116
Table 45.	Summary of weighting and sample variance estimation variables: 1999–2000.....	120
Table 46.	Estimated number of public school districts in 1999–2000 SASS compared with total and regular districts in 1997–98 CCD Public Education Agency Universe, by state and region.....	123
Table 47.	Estimated number of public school districts in 1999–2000 SASS compared with Census-adjusted number of districts in 1997–98 CCD Public Education Agency Universe, by state.....	125
Table 48.	Estimated number of FTE teachers in 1999–2000 SASS compared with 1999–2000 CCD, by state and region.....	126
Table 49.	Estimated number of public schools in 1999–2000 SASS compared with 1997–98 CCD (excluding public charter schools), by state and region.....	127
Table 50.	Estimated number of public school students in 1999–2000 SASS compared with 1999–2000 CCD, by state and region.....	129
Table 51.	Estimated number of FTE teachers in 1999–2000 SASS Public Teacher Survey file compared with 1999–2000 CCD State Nonfiscal Survey, by state.....	131
Table 52.	Estimated number of private schools in 1999–2000 SASS compared with number of private schools in 1999–2000 PSS, by affiliation, NCES typology, and region.....	132
Table 53.	Estimated number of private school students in 1999–2000 SASS compared with number of private school students in 1999–2000 PSS, by affiliation, NCES typology, and region.....	133
Table 54.	Estimated number of FTE teachers in 1999–2000 SASS private school survey file compared with 1999–2000 PSS, by NCES typology and region.....	134
Table 55.	Missing cases in combined restricted-use datasets, by dataset providing unit of analysis and by merged dataset: 1999–2000.....	141
Table 56.	Sampling variables on the restricted-use and public-use files: 1999–2000.....	149
Table 57.	Imputation flag variable values used on the district, school (except private school), principal, teacher, and library files: 1999–2000.....	151
Table 58.	Imputation flag variable values used on the private school file: 1999–2000.....	152
Table C-1.	State response rates (in percent) for public districts, principals, schools, teachers, and library media centers, unweighted and weighted: 1999–2000.....	C-3
Table C-2.	NCES typology response rates (in percent) for private school principals, schools, teachers, and library media centers, unweighted and weighted: 1999–2000.....	C-4
Table C-3.	Bureau of Indian Affairs school response rates, weighted components: 1999–2000.....	C-4
Table C-4.	Public charter school response rates, weighted components: 1999–2000.....	C-4
Table C-5.	State response rates for public school districts, unweighted and weighted: 1999–2000....	C-5

Table C-6.	State response rates for public school principals, unweighted and weighted: 1999–2000.....	C-6
Table C-7.	Sampled affiliation groups’ response rates for private principals and schools, unweighted and weighted: 1999–2000.....	C-7
Table C-8.	NCES typology response rates for private school principals, unweighted and weighted: 1999–2000.....	C-8
Table C-9.	State response rates for public schools, unweighted and weighted: 1999–2000.....	C-9
Table C-10.	NCES typology response rates for private schools, unweighted and weighted: 1999–2000.....	C-10
Table C-11.	State response rates for public school teachers, unweighted and weighted: 1999–2000.....	C-11
Table C-12.	NCES typology response rates for private school teachers, unweighted and weighted: 1999–2000.....	C-12
Table C-13.	State response rates for public school library media centers, unweighted and weighted: 1999–2000.....	C-13
Table C-14.	NCES typology response rates for private school library media centers, unweighted and weighted: 1999–2000.....	C-14
Table C-15.	Item response rates for the School District Questionnaire (SASS-1A), unweighted and weighted: 1999–2000.....	C-15
Table C-16.	Item response rates for the Public School Principal Questionnaire (SASS-2A), unweighted and weighted: 1999–2000.....	C-21
Table C-17.	Item response rates for the Private School Principal Questionnaire (SASS-2B), unweighted and weighted: 1999–2000.....	C-26
Table C-18.	Item response rates for the Indian School Principal Questionnaire (SASS-2C), unweighted and weighted: 1999–2000.....	C-30
Table C-19.	Item response rates for the Public Charter School Principal Questionnaire (SASS-2D), unweighted and weighted: 1999–2000.....	C-34
Table C-20.	Item response rates for the Public School Questionnaire (SASS-3A), unweighted and weighted: 1999–2000.....	C-39
Table C-21.	Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000.....	C-45
Table C-22.	Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000.....	C-54
Table C-23.	Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000.....	C-62
Table C-24.	Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000.....	C-72
Table C-25.	Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000.....	C-79
Table C-26.	Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000.....	C-86
Table C-27.	Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000.....	C-93
Table C-28.	Item response rates for the Public School Library Media Center Questionnaire (LS-1A), unweighted and weighted: 1999–2000.....	C-100
Table C-29.	Item response rates for the Private School Library Media Center Questionnaire (LS-1B), unweighted and weighted: 1999–2000.....	C-103
Table C-30.	Item response rates for the Indian School Library Media Center Questionnaire (LS-1C), unweighted and weighted: 1999–2000.....	C-106

Table D-1.	Counts of changes made to the School District Questionnaire (SASS-1A) variables in the pre-edit: 1999–2000	D-2
Table D-2.	Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the pre-edit: 1999–2000	D-3
Table D-3.	Counts of changes made to the School District Questionnaire (SASS-1A) variables in the computer edit: 1999–2000.....	D-6
Table D-4.	Counts of changes made to the Public School Principal Questionnaire (SASS-2A) variables in the computer edit: 1999–2000	D-7
Table D-5.	Counts of changes made to the Private School Principal Questionnaire (SASS-2B) variables in the computer edit: 1999–2000	D-7
Table D-6.	Counts of changes made to the Indian School Principal Questionnaire (SASS-2C) variables in the computer edit: 1999–2000	D-7
Table D-7.	Counts of changes made to the Public Charter School Principal Questionnaire (SASS-2D) variables in the computer edit: 1999–2000.....	D-7
Table D-8.	Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the computer edit: 1999–2000.....	D-8
Table D-9.	Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edit: 1999–2000.....	D-9
Table D-10.	Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edit: 1999–2000.....	D-10
Table D-11.	Counts of changes made to the Public Charter School Questionnaire (SASS-3D) variables in the computer edit: 1999–2000	D-11
Table D-12.	Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables in the computer edit: 1999–2000	D-12
Table D-13.	Counts of changes made to the Private School Teacher Questionnaire (SASS-4B) variables in the computer edit: 1999–2000	D-13
Table D-14.	Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C) variables in the computer edit: 1999–2000	D-14
Table D-15.	Counts of changes made to the Public Charter School Teacher Questionnaire (SASS-4D) variables in the computer edit: 1999–2000	D-15
Table D-16.	Counts of changes made to the Public School Library Media Center Questionnaire (LS-1A) variables in the computer edit: 1999–2000.....	D-16
Table D-17.	Counts of changes made to the Private School Library Media Center Questionnaire (LS-1B) variables in the computer edit: 1999–2000	D-17
Table D-18.	Counts of changes made to the Indian School Library Media Center Questionnaire (LS-1C) variables in the computer edit: 1999–2000	D-17
Table E-1.	Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000	E-3
Table E-2.	School District Questionnaire (SASS-1A) items imputed in stage 1 by using other data on record: 1999–2000.....	E-9
Table E-3.	School District Questionnaire (SASS-1A) items imputed in stage 1 by using school data from the SASS-3A record: 1999–2000	E-9
Table E-4.	School District Questionnaire (SASS-1A) imputation variables: 1999–2000	E-10
Table E-5.	School District Questionnaire (SASS-1A) stage 2 matching variables and collapse order: 1999–2000	E-11
Table E-6.	School Principal Questionnaires (SASS-2A, -2B, -2C, and -2D) items that were imputed in stage 1: 1999–2000	E-13
Table E-7.	Public School Principal Questionnaire (SASS-2A) imputation variables: 1999–2000....	E-14
Table E-8.	Private School Principal Questionnaire (SASS-2B) imputation variables: 1999–2000...	E-15

Table E-9.	Public Charter School Principal Questionnaire (SASS-2D) imputation variables: 1999–2000.....	E-17
Table E-10.	Public School Principal Questionnaire (SASS-2A) stage 2 matching variables and collapse order: 1999–2000.....	E-19
Table E-11.	Private School Principal Questionnaire (SASS-2B) stage 2 matching variables and collapse order: 1999–2000.....	E-19
Table E-12.	Public Charter School Principal Questionnaire (SASS-2D) stage 2 matching variables and collapse order: 1999–2000.....	E-20
Table E-13.	Public School Questionnaire (SASS-3A) items imputed in stage 1 by using other data on record: 1999–2000.....	E-23
Table E-14.	Public School Questionnaire (SASS-3A) items imputed in stage 1 using district data: 1999–2000.....	E-23
Table E-15.	Public School Questionnaire (SASS-3A) imputation variables: 1999–2000.....	E-24
Table E-16.	Public School Questionnaire (SASS-3A) stage 2 matching variables and collapse order: 1999–2000.....	E-24
Table E-17.	Private School Questionnaire (SASS-3B) items imputed in stage 1 by using other data on record: 1999–2000.....	E-27
Table E-18.	Private School Questionnaire (SASS-3B) imputation variables: 1999–2000.....	E-28
Table E-19.	Private School Questionnaire (SASS-3B) stage 2 matching variables and collapse ordering for PSS items: 1999–2000.....	E-30
Table E-20.	Private School Questionnaire (SASS-3B) stage 2 matching variables and collapse ordering for non-PSS items: 1999–2000.....	E-31
Table E-21.	Indian School Questionnaire (SASS-3C) items imputed in stage 1 by using other data on record: 1999–2000.....	E-33
Table E-22.	Public Charter School Questionnaire (SASS-3D) items imputed in stage 1 by using other data on record: 1999–2000.....	E-36
Table E-23.	Public Charter School Questionnaire (SASS-3D) items imputed in stage 1 using district data: 1999–2000.....	E-36
Table E-24.	Public Charter School Questionnaire (SASS-3D) imputation variables: 1999–2000.....	E-37
Table E-25.	Public Charter School Questionnaire (SASS-3D) stage 2 matching variables and collapse order: 1999–2000.....	E-39
Table E-26.	School Teacher Questionnaire (SASS-4A, -4B, -4C, and -4D) items imputed in stage 1 by using other data on record: 1999–2000.....	E-42
Table E-27.	Public School Teacher Questionnaire (SASS-4A) imputation variables: 1999–2000.....	E-43
Table E-28.	Private School Teacher Questionnaire (SASS-4B) imputation variables: 1999–2000.....	E-47
Table E-29.	Indian School Teacher Questionnaire (SASS-4C) imputation variables: 1999–2000.....	E-49
Table E-30.	Public Charter School Teacher Questionnaire (SASS-4D) imputation variables: 1999–2000.....	E-51
Table E-31.	Public School Teacher Questionnaire (SASS-4A) stage 2 matching variables and collapse order: 1999–2000.....	E-54
Table E-32.	Private School Teacher Questionnaire (SASS-4B) stage 2 matching variables and collapse order: 1999–2000.....	E-55
Table E-33.	Indian School Teacher Questionnaire (SASS-4C) stage 2 matching variables and collapse order: 1999–2000.....	E-56
Table E-34.	Public Charter School Teacher Questionnaire (SASS-4D) stage 2 matching variables and collapse order: 1999–2000.....	E-57
Table E-35.	Public School Library Media Center Questionnaire (LS-1A) items imputed in stage 1 by using other data on record: 1999–2000.....	E-61
Table E-36.	Private School Library Media Center Questionnaire (LS-1B) items imputed in stage 1 by using other data on record: 1999–2000.....	E-61

Table E-37.	Indian School Library Media Center Questionnaire (LS-1C) items imputed in stage 1 by using other data on record: 1999–2000	E-62
Table E-38.	Public School Library Media Center Questionnaire (LS-1A) imputation variables: 1999–2000.....	E-62
Table E-39.	Private School Library Media Center Questionnaire (LS-1B) imputation variables: 1999–2000.....	E-63
Table E-40.	Public School Library Media Center Questionnaire (LS-1A) stage 2 matching variables and collapse order: 1999–2000	E-64
Table E-41.	Private School Library Media Center Questionnaire (LS-1B) stage 2 matching variables and collapse order: 1999–2000	E-65
Table F-1.	Variable categories used in adjustment cells for the Public, Indian, and Public Charter School Questionnaires (SASS-3A, -3C, and -3D) and Principal Questionnaires (SASS-2A, -2C, and -2D): 1999–2000	F-3
Table F-2.	Enrollment size class categories used in noninterview adjustment cells for the Public School (except Native American) (SASS-3A), Principal (SASS-2A), and Library Media Center (LS-1A) Questionnaires and for school noninterview adjustment cells for the Public School Teacher Questionnaire (SASS-4A), by state and school level: 1999–2000.....	F-4
Table F-3.	Enrollment size class categories used in first-stage ratio adjustment cells for the Public School (except Native American) (SASS-3A), Principal (SASS-2A), and Library Media Center (LS-1A) Questionnaires and for frame ratio adjustment cells for the Public School Teacher Questionnaire (SASS-4A), by state and school level: 1999–2000.....	F-6
Table F-4.	Variable categories used in adjustment cells for the Private School (SASS-3B) and Private School Principal (SASS-2B) Questionnaires: 1999–2000.....	F-9
Table F-5.	Enrollment size class categories used in noninterview adjustment cells for the Private School (SASS-3B), Principal (SASS-2B), and Library Media Center (LS-1B) Questionnaires and in frame ratio adjustment cells for the Private School Teacher Questionnaire (SASS-4B), by affiliation and school level: 1999–2000	F-11
Table F-6.	Enrollment size class categories used in second-stage ratio adjustment cells for the Private School (SASS-3B), Principal (SASS-2B), and Library Media Center (LS-1B) Questionnaires, by affiliation and school level: 1999–2000	F-12
Table F-7.	Variable categories used in adjustment cells for the School District Questionnaire (SASS-1A): 1999–2000	F-13
Table F-8.	District enrollment size categories used in noninterview adjustment cells for the School District Questionnaire (SASS-1A), by state: 1999–2000.....	F-14
Table F-9.	District enrollment size categories used in first-stage ratio adjustment cells for the School District Questionnaires (SASS-1A), by state: 1999–2000	F-15
Table F-10.	Variable categories used in adjustment cells for the Public, Indian, and Public Charter School Teacher Questionnaires (SASS-4A, -4C, and -4D): 1999–2000	F-18
Table F-11.	Variable categories used in adjustment cells for the Private School Teacher Questionnaire (SASS-4B): 1999–2000	F-22
Table F-12.	Variable categories used in adjustment cells for the Public and Indian School Library Media Center Questionnaires (LS-1A, LS-1C): 1999–2000.....	F-25
Table F-13.	Variable categories used in adjustment cells for the Private School Library Media Center Questionnaire (LS-1B): 1999–2000	F-27

Table G-1a.	Design effects and standard errors for selected Public School District Questionnaire student totals (D0463, D0458, D0459, D0460, D0461, D0462), by region: 1999–2000.....	G-9
Table G-1b.	Design effects and standard errors for selected Public School District Questionnaire student averages (D0463, D0458, D0459, D0460, D0461, D0462), by region: 1999–2000.....	G-10
Table G-1c.	Design effects and standard errors for selected Public School District Questionnaire teacher totals (D0476, D0471, D0472, D0473, D0474, D0475), by region: 1999–2000.....	G-11
Table G-1d.	Design effects and standard errors for selected Public School District Questionnaire teacher averages (D0476, D0471, D0472, D0473, D0474, D0475), by region: 1999–2000.....	G-12
Table G-1e.	Design effects and standard errors for selected Public School District Questionnaire district proportions (D0538, D0542, D0543, D0566, D0591, D0595), by region: 1999–2000.....	G-13
Table G-2a.	Design effects and standard errors for selected Public School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000.....	G-14
Table G-2b.	Design effects and standard errors for selected Public School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000.....	G-16
Table G-2c.	Design effects and standard errors for selected Public School Principal Questionnaire proportions (A0065, A0180, A0207, A0221), by region: 1999–2000.....	G-17
Table G-3a.	Design effects and standard errors for selected Public School Questionnaire student totals (ENRK12UG, S0096–S0100), by region: 1999–2000.....	G-18
Table G-3b.	Design effects and standard errors for selected Public School Questionnaire student averages (ENRK12UG, S0096–S0100), by region: 1999–2000.....	G-19
Table G-3c.	Design effects and standard errors for selected Public School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-20
Table G-3d.	Design effects and standard errors for selected Public School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-21
Table G-3e.	Design effects and standard errors for selected Public School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000.....	G-22
Table G-4a.	Design effects and standard errors for selected Public School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000.....	G-23
Table G-4b.	Design effects and standard errors for selected Public School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000.....	G-24
Table G-4c.	Design effects and standard errors for selected Public School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000.....	G-25
Table G-5a.	Design effects and standard errors for selected Public School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000.....	G-26
Table G-5b.	Design effects and standard errors for selected Public School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000.....	G-27
Table G-5c.	Design effects and standard errors for selected Public School Library Media Center Questionnaire proportions (M0070, M0076, M0082, M0054, M0057, M0060), by region: 1999–2000.....	G-28
Table G-6a.	Design effects and standard errors for selected Private School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000.....	G-29

Table G-6b.	Design effects and standard errors for selected Private School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000.....	G-31
Table G-6c.	Design effects and standard errors for selected Private School Principal Questionnaire proportions (A0065, A0180, A0058, A0059), by region: 1999–2000.....	G-32
Table G-7a.	Design effects and standard errors for selected Private School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000.....	G-33
Table G-7b.	Design effects and standard errors for selected Private School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000 .	G-34
Table G-7c.	Design effects and standard errors for selected Private School Questionnaire teacher totals, by region: 1999–2000.....	G-35
Table G-7d.	Design effects and standard errors for selected Private School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-36
Table G-7e.	Design effects and standard errors for selected Private School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000.....	G-37
Table G-8a.	Design effects and standard errors for selected Private School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000.....	G-38
Table G-8b.	Design effects and standard errors for selected Private School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000.....	G-39
Table G-8c.	Design effects and standard errors for selected Private School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000.....	G-40
Table G-9a.	Design effects and standard errors for selected Private School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000.....	G-41
Table G-9b.	Design effects and standard errors for selected Private School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000.....	G-42
Table G-9c.	Design effects and standard errors for selected Private School Library Media Center Questionnaire proportions (M0070, M076, M0082, M0054, M0057, M0060), by region: 1999–2000.....	G-43
Table G-10a.	Design effects and standard errors for selected Indian School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000.....	G-40
Table G-10b.	Design effects and standard errors for selected Indian School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000.....	G-44
Table G-10c.	Design effects and standard errors for selected Indian School Principal Questionnaire proportions (A0065, A0180, A0058, A0059), by region: 1999–2000.....	G-46
Table G-11a.	Design effects and standard errors for selected Indian School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000.....	G-47
Table G-11b.	Design effects and standard errors for selected Indian School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000 .	G-48
Table G-11c.	Design effects and standard errors for selected Indian School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-49
Table G-11d.	Design effects and standard errors for selected Indian School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-50
Table G-11e.	Design effects and standard errors for selected Indian School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000.....	G-51

Table G-12a. Design effects and standard errors for selected Indian School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000	G-52
Table G-12b. Design effects and standard errors for selected Indian School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000	G-53
Table G-12c. Design effects and standard errors for selected Indian School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000	G-54
Table G-13a. Design effects and standard errors for selected Indian School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000	G-55
Table G-13b. Design effects and standard errors for selected Indian School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000	G-56
Table G-13c. Design effects and standard errors for selected Indian School Library Media Center Questionnaire proportions (M0070, M0076, M0082, M0054, M0057, M0060), by region: 1999–2000	G-57
Table G-14a. Design effects and standard errors for selected Public Charter School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000	G-58
Table G-14b. Design effects and standard errors for selected Public Charter School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000	G-60
Table G-14c. Design effects and standard errors for selected Public Charter School Principal Questionnaire proportions (A0065, A0180, A0207, A0221, A0058, A0059), by region: 1999–2000	G-61
Table G-15a. Design effects and standard errors for selected Public Charter School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000	G-62
Table G-15b. Design effects and standard errors for selected Public Charter School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000	G-63
Table G-15c. Design effects and standard errors for selected Public Charter School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000	G-64
Table G-15d. Design effects and standard errors for selected Public Charter School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000	G-65
Table G-15e. Design effects and standard errors for selected Public Charter School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000	G-66
Table G-16a. Design effects and standard errors for selected Public Charter School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000	G-67
Table G-16b. Design effects and standard errors for selected Public Charter School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000	G-68
Table G-16c. Design effects and standard errors for selected Public Charter School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000	G-69

List of Exhibits

Exhibit 1. Comparison of field test questionnaire and final questionnaire format for school magnet program question.....	31
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I. Overview

The Schools and Staffing Survey (SASS) is conducted by the National Center for Education Statistics (NCES) on behalf of the United States Department of Education in order to collect extensive data on American public and private elementary and secondary schools. SASS provides data on the characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools across the nation.

SASS is the largest, most extensive survey of K–12 school districts, schools, teachers, and administrators in the United States today. It includes data from public, private, Bureau of Indian Affairs (BIA), and public charter school sectors. Therefore, SASS provides a multitude of opportunities for analysis and reporting on elementary and secondary educational issues.

A. Background

In the early 1980s, education policymakers became increasingly aware of the need for studies that would provide national data on public and private schools, their programs, teachers, and staffing levels. Such data would inform policymakers about the status of teaching and education, identify the areas that most need improvement, and clarify conflicting reports on issues related to policy initiatives, such as teacher shortages.

The first attempt to address these concerns was a series of surveys that began in 1983 and included:

- The *Survey of Teacher Demand and Shortage*, which was conducted in 1983–84 among public and private schools and included questions on teacher demand and incentive plans for teachers.
- The *Public School Survey—School Questionnaire*, conducted in 1984–85 to provide descriptive information about public schools (e.g., enrollment and number of teachers), as well as data on use of teacher incentive plans, volunteers, and computers.
- The *National Survey of Private Schools—School Questionnaire*, conducted in 1985–86 to provide parallel information about private schools.
- The *Public School Survey—Teacher Questionnaire*, conducted in 1984–85 to provide information about teacher characteristics, qualifications, incentives, and opinions concerning policy issues.
- The *National Survey of Private Schools—Teacher Questionnaire*, conducted in 1985–1986 to provide parallel information about private school teachers.

Due to methodology and content problems within these surveys and the increasing demands for more and better education data, NCES initiated a redesign of its elementary/secondary education surveys in 1985. This redesign began with an evaluation of the then-current data system; opinions and advice were solicited from the education policy and research community on matters of context, methodology, and analytic utility. In late 1985, NCES reported the findings of this evaluation under the heading of *Excellence in Schools Surveys and Analysis Study*, which has become a continuing series and has been renamed the *Schools and Staffing Surveys Project*.

In response to concern expressed in the evaluation about the paucity of information on schooling, NCES expanded the purposes of its earlier surveys. These expansions were also responses to conflicting reports of teacher shortages and to increasing public concern about the status of teaching and schools in general.

Under a contract with NCES, the Rand Corporation redesigned the elementary/secondary education surveys to collect information relevant to their expanded purposes and to correct the methodological difficulties affecting the surveys. The outcome of that effort was a set of concurrent and integrated surveys called the *Schools and Staffing Survey* (SASS), which was designed to provide a composite national snapshot of America's public and private schools. Also, in order to increase response rates and to maintain consistency in procedures across types of SASS questionnaires, NCES selected the U.S. Census Bureau to collect and process the data for all parts of the survey.

SASS was first conducted by the Census Bureau in the 1987–88 school year, and again in 1990–91, 1993–94, and 1999–2000. The 1999–2000 SASS was expanded to include forms designed for public charter schools. These questionnaires replaced the previous National Study of Charter Schools. Additionally, an online survey was developed for the library media center form as an option to the paper questionnaire in response to the growing population that has access to the Internet. The 1999–2000 SASS provided data on public school districts (local education agencies); public, private, BIA, and public charter schools, principals, and teachers; and public, private, and BIA school library media centers for use by educators, researchers, and policymakers.

B. Purpose and Content of the Survey

The overall objective of SASS is to collect the information necessary for a complete picture of American elementary and secondary education. The abundance of data collected permits detailed analyses of the characteristics of schools, principals, teachers, and school district policies. The linkage of the SASS questionnaires enables researchers to examine the relationships among these elements of education.

The 1999–2000 SASS consisted of five types of questionnaires: the School District Questionnaire (formerly titled the Teacher Demand and Shortage Questionnaire for Public School Districts), the School Principal Questionnaire, the School Questionnaire, the School Teacher Questionnaire, and the School Library Media Center Questionnaire. The questionnaires were slightly modified to meet the needs of the public, private, BIA, and public charter schools.

The Teacher Follow-up Survey (TFS) is conducted the year after SASS; for example, the 1999–2000 SASS was followed by the 2000–01 TFS. TFS adds to understanding teachers' decisions to either stay in the profession or leave by measuring teacher retention, mobility, and attrition from the profession at the national level in both public and private schools.

1. School District Questionnaire (Form SASS-1A)

The purpose of the 1999–2000 School District Questionnaire was to obtain information about school districts, such as student enrollments, number of teachers, teacher recruitment and hiring practices, teacher dismissals, existence of a teacher union, length of the contract year, teacher salary schedules, school choice, magnet programs, graduation requirements, and professional development for teachers and principals. The applicable sections for private, public charter, and BIA schools were incorporated into the Private, Public Charter, and BIA School Questionnaires. Note: The eligible respondent for the School District Questionnaire included any knowledgeable district employee.

The 1999–2000 questionnaire had these nine sections:

Section I—Enrollment Information obtained counts of students by race, the number of days in the school year, participation in the National School Lunch Program, full-time equivalent

(FTE) counts of all teachers employed by the local education agency (LEA), and counts of teachers by race.

Section II—Recruitment and Hiring of Teachers collected information on teacher certification, newly hired teachers and the time frame of job offers, dismissal of teachers from the previous school year, and teacher union contractual information.

Section III—Compensation collected data on salary schedules, benefit rates, additional contributions, and income in-kind for teachers.

Section IV—School and Student Performance obtained data on performance reports, assessment programs, and rewards or sanctions to district schools for student achievement.

Section V—School Organization obtained information about the existence of public charter schools and the availability of choice and magnet programs in the district.

Section VI—Homeschooling obtained information about the existence of homeschooled students and the criteria for evaluating their performance.

Section VII—Graduation Requirements collected data on high school graduation requirements, community service requirements, and other assessments necessary for graduation.

Section VIII—Professional Development obtained information on professional development programs, funding, and incentives for participation, along with incentives used to recruit or retain teachers to teach in fields of shortage.

Section IX—Migrant Education obtained information about the enrollment of migrant students and the services provided for them.

2. School Principal Questionnaire (Forms SASS-2A, -2B, -2C, and -2D)

The purpose of the 1999–2000 School Principal Questionnaire was to obtain information about principal/school head demographic characteristics, training, experience, salary, and judgments about the seriousness of school problems. The questionnaire appeared in four versions that contained minor differences in phrasing to reflect differences in governing bodies and position titles in the schools.

The 1999–2000 questionnaire had these five sections:

Section I—Experience and Training obtained information about principal work experience, previous positions held, and training.

Section II—Attitudes and Opinions about Education and Your School obtained attitudinal information about educational goals, school problems, and school governance.

Section III—Teacher Professional Development collected information on professional development opportunities and activities for teachers.

Section IV—Teacher and School Performance; Principal's Activities collected information about teacher performance, principal professional development, decisionmaking bodies, principals' school activities, and performance goals.

Section V—Demographic Information obtained information about the principal's highest degree, salary, race, and age.

3. School Questionnaire (Forms SASS-3A, -3B, -3C, and -3D)

The purpose of the 1999–2000 School Questionnaire was to obtain information about schools, such as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates. Note: Although the questionnaires were addressed to "Principal," the respondent could be any knowledgeable school staff member.

The 1999–2000 School Questionnaire for public, private, and BIA schools had these seven sections:

Section I—General Information about Your School obtained information about grade range, building capacity, and enrollment.

Section II—Admissions, Programs and Performance collected information on requirements for admission, school programs, and measurement of student performance.

Section III—Students and Class Organization collected information about curriculum options and school organization.

Section IV—Parent Involvement and School Safety collected information about parental involvement in the school and school safety programs.

Section V—Staffing obtained information about the number of full- and part-time staff, racial composition of teachers, methods used to cover teaching vacancies, and level of difficulty involved in filling teacher vacancies.

Section VI—Technology collected information about the number of computers, access to the Internet, and staff responsible for computer education and support.

Section VII—Special Programs and Services obtained information about the National School Lunch Program, Title I services, Individual Education Plans (IEPs), services for Limited-English Proficient (LEP) students, and migrant education.

Public charter schools. As a continuation of a national study of public charter schools, NCES added a new SASS form specific to public charter schools to three of the five types of questionnaires: School Questionnaire, School Teacher Questionnaire, and School Principal Questionnaire. All public charter schools in operation as of 1998–1999 were surveyed. A number of questions specific to public charter schools were asked, including: when the charter was granted and by whom, what types of regulations were waived and their importance, whether the school was new or was converted from a pre-existing school, whether the school operated within a school district or not. A small number of school library media center items were also incorporated into the public charter school questionnaire, such as whether the school had a library media center, number of school library media center staff, and number of students who used the library media center in the past week. Public charter schools that operated on their own were asked some of the district items, such as school hiring practices and graduation requirements. The Public Charter School Questionnaire was organized in three sections: School Policies and Practices, Administrative Policies and Practices, and Library Media Center.

4. School Teacher Questionnaire (Forms SASS-4A, -4B, -4C, and -4D)

The purpose of the 1999–2000 School Teacher Questionnaire was to obtain information about teachers, such as education and training, teaching assignment, certification, workload, and perceptions and attitudes about teaching. The 1999–2000 questionnaire expanded data collection on teacher preparation, induction, organization of classes, and professional development. The School Teacher Questionnaire was sent out in four versions that were virtually identical except that public charter school teachers who worked in the school prior to its becoming a public charter school were asked if they supported the conversion.

The 1999–2000 School Teacher Questionnaire had these nine sections:

Section I—General Information obtained general information about teaching status, teaching experience, other professional experiences, and public charter school status.

Section II—Certification and Training Information collected information about teacher certification, academic degrees, teacher preparation programs, and other formal training.

Section III—Professional Development collected information about professional development activities and their impact.

Section IV—Class Organization obtained information about class enrollments, organization of classes, and subjects taught.

Section V—Resources and Assessment of Students collected information about student characteristics, resources provided to students, and application of student assessment scores.

Section VI—Working Conditions obtained information about school safety and teaching hours.

Section VII—Decision Making collected information about teacher influence on staffing and budgeting, and perceptions of teaching issues.

Section VIII—General Employment Information obtained information about teacher salary, supplemental income, union affiliation, gender, and race.

Section IX—Contact Information requested that respondents provide their personal contact information as well as contact information for two additional people who would be able to get in touch with them in the event that they relocated. This information was necessary for the TFS that was administered the following year.

5. School Library Media Center Questionnaire (Forms LS-1A, -1B, and -1C)

The purpose of the 1999–2000 School Library Media Center Questionnaire was to obtain information about library media centers and librarians, such as amount and experience of library staff, and the organization, expenditures, and collections of the library media center.

The 1999–2000 School Library Media Center Questionnaire had these six sections:

Section I—Facilities obtained data about the organization of the library media center.

Section II—Staffing collected data about the number of professional, clerical, and volunteer staff in the library, and the highest degrees held by the professional staff members.

Section III—Technology obtained data about the different technology resources in the school, such as computers, television, DVD, etc.

Section IV—1998–99—Collections and Expenditures collected data about the size, expenditures, and currency of the library media collection.

Section V—Scheduling and Transactions obtained data about scheduling, frequency of use, and borrowing policies.

Section VI—Collaboration and Policy collected data about frequency of library media staff collaboration with classroom teachers, and library media center policies.

In addition to the paper questionnaires, the School Library Media Center Questionnaire was available via the Internet for the public and private schools. The internet versions were identical in content to the paper questionnaires. Note: The School Library Media Center Questionnaire was not sent to public charter schools, although some of the questionnaire items were included in the Public Charter School Questionnaire.

6. Teacher Follow-up Survey (TFS) (Forms TFS-1, -2, and -3)

This survey is a follow-up of selected teachers from the SASS Teacher Survey and is conducted in the school year following SASS (i.e., 1988–89, 1991–92, 1994–95, and 2000–01). The 2000–01 sample consisted of all interviewed SASS teachers who left teaching within the year after SASS (leavers) and a subsample of those who continued teaching, including those who remained in the same school as in the previous year (stayers) and those who changed schools (movers). The major objectives of this survey were to measure the attrition rate for teachers, examine the characteristics of teachers who stayed in the teaching profession and those who left, obtain activity or occupation data for those who left the teaching profession, and collect data on attitudes about the teaching profession and job satisfaction.

All SASS responding schools completed a listing questionnaire (TFS-1) to update the status of their SASS teachers. The questionnaire for stayers and movers (TFS-2) asked respondents about their current teaching assignments, reasons for staying in teaching, expected duration in teaching, plans for further education, attitudes about teaching, and demographic characteristics. The questionnaire for leavers (TFS-3) asked respondents about their present occupation or activity, educational plans, reasons for leaving teaching, intent to return to teaching, attitudes about teaching, and demographic characteristics.

TFS data are linked to SASS data to help understand relationships between local districts and school policies and practices, teacher characteristics, and teacher attrition and retention.

C. Target Populations and Estimates

1. Target Populations

The target populations for the 1999–2000 SASS are described below.

- **School districts.** LEAs that employed elementary and/or secondary level teachers and were in operation in school year 1999–2000; for example, public school districts, state agencies that operated schools for special student populations (such as inmates of juvenile correctional facilities), the Department of Defense (DoD), and cooperative agencies that provided special services to more than one school district. Entities that authorized public charter schools were not included, unless they were also public school districts.
- **Schools.** Public, private, and BIA schools with students in any of grades 1–12 and in operation in schools year 1999–2000. Public charter schools open during the 1998–99 schools year and still open in the 1999–2000 school year.
- **Principals.** Principals of the targeted school populations.
- **Teachers.** Teachers in the targeted school populations who taught students in any of grades K–12 in school year 1999–2000.
- **School library media centers.** School library media centers in public, private, and BIA schools.

2. Sampling Frame

The sampling frame for the traditional public schools (i.e., the subset of all public schools that are not public charter schools)¹ was an adjusted version of the 1997–98 Common Core of Data (CCD). The population of public schools was drawn from the frame population for the 1997–98 school year. CCD includes regular public schools, DoD-operated military base schools, and special purpose schools, such as special education, vocational, and alternative schools. NCES collects CCD data annually from all state education agencies. Schools outside of the United States and schools that teach only prekindergarten, kindergarten, or postsecondary students were deleted from the CCD frame prior to sampling for SASS. Public schools not in existence in school year 1997–98 and not opening as a result of a split with an existing school were not included. The LEAs operating the selected sample schools were also selected.

The sampling frame for private schools is based on a dual frame approach. The list frame was based on the 1997–98 Private School Universe Survey (PSS), updated with private school organizations and state lists collected by the Census Bureau in the spring of 1999 for updating the 1999–2000 PSS list frame. An area frame was used to find schools missing from the list frame, thereby compensating for the incomplete coverage of the list frame.

The BIA frame consisted of a list of elementary, secondary, and combined K–12 schools that either BIA operated or funded during the 1997–98 school year. The list was obtained from the U.S. Department of the Interior. All BIA schools were included in the SASS sample.

The public charter school frame consisted of a list of public charter schools developed for the Office of Educational Research and Improvement (OERI; renamed the Institute of Education Sciences, IES, in 2002), as described in *The State of Charter Schools 2000* (Nelson, Berman,

¹ In this volume, “public schools” always refer to the subset of all public schools that are not public charter schools.

Ericson, Kamprath, Perry, Silverman, and Solomon 2000). This list is updated annually; the list used for the 1999–2000 SASS contained all public charter schools under state supervision that were in existence during the 1998–99 school year. All public charter schools were included in the SASS sample.

A subsample of library media centers in schools in the SASS sample were asked to complete the School Library Media Center Questionnaire. The 1999–2000 school library media center sample size was originally to include all SASS schools, but, for cost and burden reasons, was reduced to exclude public charter schools.

The sampling frame for the School Teacher Questionnaire consisted of lists of teachers submitted by schools in the SASS sample. The Teacher Listing Form (TLF) was mailed at the beginning of the 1999–2000 school year to all public, private, BIA, and public charter schools in the SASS sample to obtain a complete list of all the teachers employed at each school. The form included space for schools to indicate the race/ethnicity of each teacher, whether the teacher was “new” (less than 3 years of experience), whether the teacher taught classes designed for students with limited English proficiency, the teacher’s assignment (subject matter and/or grade level), and whether the teacher was full- or part-time. The sample of teachers was selected from the list of all teachers who taught students in any of grades K–12 for each school in the sample.

3. Sample Design

SASS uses a stratified probability sample design. Schools were selected first, and once the public schools were selected, the districts associated with these schools were generally in the sample as well. The school library media center sample was a subsample of the SASS school sample. A sample of teachers was selected within each sampled school.

4. Estimates

SASS was designed to produce national and state estimates for public elementary and secondary school surveys (i.e., schools, teachers, principals, school districts, and school library media centers); national estimates for BIA, public charter school, and public “combined” school surveys (i.e., schools, teachers, principals, and school library media centers); and national and affiliation group estimates for private school surveys (schools, teachers, principals, and school library media centers). The affiliation groups for private schools were:

- Catholic
 - Friends
 - Episcopal
 - National Society for Hebrew Day Schools
 - Solomon Schechter Day Schools
 - Other Jewish schools
 - Lutheran Church, Missouri Synod
 - Lutheran Church, Wisconsin Synod
 - Association of Evangelical Lutheran Churches or Evangelical Lutheran Church in America
 - Other Lutheran schools
 - Seventh-Day Adventist
 - Christian Schools International
 - American Association of Christian Schools
-

- Association of Christian Schools International
- National Association of Private Schools for Exceptional Children
- American Montessori Society or other Montessori associations
- National Association of Independent Schools
- National Independent Private School Association
- All else

Comparisons between public and private schools are only possible at the national level, because private schools were selected for sampling by affiliation group and not by geographic location, such as state.

The teacher survey was designed to support comparisons between new and experienced teachers (3 years or less of experience vs. more than 3 years of experience). Comparisons between teachers of classes designed for students with limited English proficiency and other teachers are possible at the national level. The school library media center survey was designed to produce estimates at the state level for public schools and at the major affiliation level (Catholic, other religious, nonsectarian) for private schools.

Due to measures taken to protect the confidentiality of individual respondents, the public-use data files do not support all of the estimates described above. State names are not available on the public-use data files, and affiliation identification for private schools was recoded to a 9-level typology variable with the following categories:

- Catholic, parochial
- Catholic, diocesan
- Catholic, private
- Other religious, conservative Christian
- Other religious, affiliated with a denomination
- Other religious, not affiliated with any denomination
- Nonsectarian, regular school
- Nonsectarian, special program
- Nonsectarian, special education

Moreover, some detailed affiliation codes were deleted from or collapsed on the public-use data files.

Therefore, estimates from the public-use files are possible for the 9-level typology for the private sector, and for Census region for the public sector. The exception to this rule is the Public School District data file, where each LEA's FIPS state code was left on the file for analysis. However, the public-use school, principal, teacher, and library media center files cannot be linked to the district file.

5. Response Rates

Weighted response rates are defined as the number of in-scope responding questionnaires divided by the number of in-scope sample cases, using the basic weight (inverse of the probability of selection) of the record. All components except teachers involve only one sampling stage, so for these components, the weighted overall response rate and the weighted response rate are the same. Teachers can only be selected from those school that return Teacher Listing Forms, so the weighted overall response rate is the weighted questionnaire response rates times the rate of

cooperation with the teacher listing operation. The unweighted, weighted, and overall response rates for the 1999–2000 SASS surveys are presented in table 1.

Table 1. Unweighted and weighted survey response rates and overall response rates (in percent), by survey: 1999–2000

Survey	Unweighted response rate	Weighted response rate	Weighted overall response rate ¹
Public School Teacher Listing Form	93.1	92.2	†
Private School Teacher Listing Form	85.8	87.0	†
BIA School Teacher Listing Form	97.5	97.8	†
Public Charter School Teacher Listing Form	91.3	91.4	†
School District (SASS-1A)	87.1	88.6	†
Public School (SASS-3A)	88.5	88.5	†
Private School (SASS-3B)	80.8	79.8	†
BIA School (SASS-3C)	96.7	96.7	†
Public Charter School (SASS-3D)	86.1	86.1	†
Public School Principal (SASS-2A)	90.6	90.0	†
Private School Principal (SASS-2B)	85.8	84.8	†
BIA School Principal (SASS-2C)	93.3	93.3	†
Public Charter School Principal (SASS-2D)	90.2	90.2	†
Public Teacher (SASS-4A)	81.2	83.1	76.6
Private Teacher (SASS-4B)	74.9	77.2	67.2
BIA Teacher (SASS-4C)	84.4	87.4	85.5
Public Charter Teacher (SASS-4D)	78.7	78.6	71.8
Public Library Media Center (LS-1A)	87.1	94.7	†
Private Library Media Center (LS-1B)	84.1	87.7	†
BIA Library Media Center (LS-1C)	95.4	95.4	†

† Not applicable.

¹ Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

NOTES: The information in parentheses following the survey name is the SASS questionnaire form number. Response rates were weighted using the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), all components, 1999–2000, special tabulations from the response rate data files.

D. Periodicity of the Survey

The first three rounds of SASS were conducted 3 years apart. The time elapsed between the 1999–2000 SASS and the previous SASS was 6 years. Future rounds of SASS are planned at 4-year intervals.

E. Contents of the Manual

The Manual contains 12 more chapters, including chapters on changes in SASS design, content, and methodology from the 1993–94 to 1999–2000 administrations; preparation for the 1999–2000 SASS; sample design and implementation; data collection; response rates; data processing; imputation procedures; weighting and variance estimation, a review of the quality of SASS data; information on differences between the restricted-use and public-use data files; an introduction to sampling, created, weighting, and imputation flag variables; and user notes and cautions.

Information in the chapters is supported by material in the appendixes. Appendix A lists key terms for SASS. Appendix B discusses the availability of SASS questionnaires. Appendix C contains

selected unweighted and weighted unit and item response rate tables, extending the information in chapter VI, Response Rates. Appendix D provides details on the changes made to questionnaire variables in the pre-edit and the computer edit. These edits are discussed in chapter VII, Data Processing. Appendix E details the imputation procedures employed for each questionnaire, and includes tables showing the items for each questionnaire that were imputed; a general discussion of the imputation procedures used in the 1999–2000 SASS is contained in chapter VIII.

There are two appendixes associated with chapter IX, Weighting and Variance Estimation: appendix F, Variable Categories Used in Developing Adjustment Factor Cells for Weighting, and appendix G, Design Effect Tables. Appendix H contains a Census Bureau report on response variance in the 1999–2000 SASS, elaborating on the summary of the report that is presented in chapter X, Reviewing the Quality of SASS Data. Appendix I provides a complete list of the SASS 1999–2000 sampling and created variables; a few of these are mentioned in chapter XII. Appendixes J, K, and L all provide additional information on points covered in chapter XIII, User Notes and Cautions. Appendix J is a crosswalk of codes for teachers' major field of study, appendix K lists the 1990 industry and occupation codes, and appendix L is a crosswalk among items in the 1987–88, 1990–91, 1993–94, and 1999–2000 SASS.

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II. Changes in SASS Design, Content, and Methodology from 1993–94 to 1999–2000

Several changes in survey sample design, questionnaire content, procedures, and methodology were made between the completion of the third SASS (1993–94) and the implementation of the fourth SASS in school year 1999–2000.

A. Design Changes

Below is a summary of the changes made to the 1999–2000 sample design estimation procedures.

- For the private sector, the sample was reallocated to accommodate estimates for one additional affiliation, making a total of 20 affiliations.
- A list of DoD schools was obtained and included on the sampling frame giving SASS complete coverage of domestic DoD schools.
- The Department of Education, Office of Educational Improvement and Research (OERI; renamed the Institute of Education Sciences, IES, in 2002), provided a list of public charter schools that was added to the sampling frame, giving SASS complete coverage of public charter schools as of the 1998–1999 school year (Nelson et al. 2000). Questionnaires were prepared to include some items particular to public charter schools.
- The variance methodology was altered: in earlier SASS administrations, it was assumed that there was no variance associated with certainty schools, and that all error from certainty schools reflected bias. In 1999–2000, it was decided to assume that nonresponse from certainty schools followed a random process and so certainty schools could have variance due to this random process.
- Additional size classes were introduced into all weighting procedures and were customized by state and private school affiliation.
- The control of the overlap with the previous SASS was dropped and replaced with a procedure designed to minimize the overlap between SASS and the National Assessment of Educational Progress (NAEP) sample schools.
- The bootstrap variance system was refined to produce more stable variance estimates.
- The school library media center sample size was expanded to include all SASS schools except public charter schools. The Public Charter School Questionnaire included some questions from the School Library Media Center Questionnaire.

B. Content Changes

Prior to the 1999–2000 SASS administration, two extensive field tests were undertaken. (For a detailed explanation of the field tests, please refer to chapter III, Preparation for the 1999–2000 SASS). As a result of these field tests, the following additions and deletions were made to the SASS questionnaires between the 1993–94 and 1999–2000 administrations.

1. Additions

- A public charter version of the survey was added to the School Principal Questionnaire (i.e., SASS-2D), School Questionnaire (i.e., SASS-3D), and the School Teacher Questionnaire (i.e., SASS-4D).
 - *School Questionnaire*—number of computers, access to the Internet, whether there was a computer coordinator in the school, availability of certain types of curricular options,
-

how special education students’ needs were met, changes in the school year or weekly schedule, the enrollment capacity of schools, and whether schools had programs for disruptive students.

- *School Principal Questionnaire*—principals’/school heads’ frequency of engaging in various school and school-related activities, perceived degree of influence of principals and other groups (state, local, school, and parents) in setting performance standards for students, barriers (e.g., personnel policies, inadequate documentation, lack of support, and stress) to dismissing poor or incompetent teachers, rewards or sanctions for success or failure to meet district or state performance goals, and means for assessing progress on school improvement plan.
- *School District Questionnaire* (formerly, Teacher Demand and Shortage Questionnaire)—percentage of payroll dedicated to school staff benefits, oversight of homeschooled students and public charter schools, use of school performance reports, existence of migrant education programs and number of migrant students, and procedures for recruiting and dismissing teachers.
- *School Teacher Questionnaire*—training, teacher induction, teacher professional development (expanded), uses of achievement tests by teachers, use of computers for instruction, and decisionmaking practices.
- *School Library Media Center Questionnaire*—additional technology, collaboration and policy, and copyright dates of reference materials.

2. Deletions

- *School District Questionnaire*—layoff data and counts of students by grade level.
- *School Principal Questionnaire*—degrees earned—other than highest (including their dates, in what field they were earned, and at which college or university a bachelor’s degree was earned), the location and grade levels of the previous school at which respondent was principal, breaks in service, year when eligible to retire, and benefits received in addition to salary.
- *School Teacher Questionnaire*—breaks in teaching service and number and type of undergraduate courses taken.
- The *Student Records Questionnaire* and *School Library Media Specialist/Librarian Questionnaire* of the 1993–94 SASS were dropped.

C. Procedural Changes

1. Timing

Data collection on some of the questionnaires for the 1999–2000 SASS began comparatively earlier than for the 1993–94 survey. The 1999–2000 School District, School Principal, and School Library Media Center Questionnaires were mailed in September 1999; School Questionnaires were mailed in October, and approximately half of the School Teacher Questionnaires were mailed in late November with the remainder mailed in three waves from January through March 2000.

2. SASS and PSS Concurrence

The 1999–2000 school year was a data collection year for both SASS and PSS. Because the schools in PSS were the universe for the SASS private school sample, all private schools selected for the 1999–2000 SASS were also in PSS. To avoid overburdening private school

respondents by asking them to complete two questionnaires in which several questions were the same, the SASS Private School Questionnaire (SASS-3B) was modified to include all PSS questions. Only the SASS questionnaires were mailed to private schools selected for 1999–2000 SASS. During data processing, the PSS data were extracted from the SASS-3B records for these schools and combined with the data for the PSS schools that had not been selected for SASS.

3. Use of Generalized Survey Design and Documentation System

One of the goals of the 1999–2000 SASS was to increase automation in design, processing, and documentation activities. Census Bureau staff became familiar with software developed by staff in the Special Surveys Division of Statistics Canada, called Developing Surveys (DevSurv), that can perform many of these functions. The version of DevSurv that staff used stored information in a Paradox database accessed through an interface, providing commonly used functions to produce collection instruments, processing files, and documentation in a variety of formats. The information that is entered includes the set of variables used in the survey (question text, response categories, specifications for edits and derived variables, and attributes such as data type, length, and comments about data quality). From this database, staff can generate survey questionnaires, computer-assisted interviewing (CAI) specifications (including CASES and Blaise), spreadsheets for testing scenarios, database structures or record layouts for the survey data files, extended codebooks, as well as SAS and SPSS structures for users to read the microdata files.

Staff used the DevSurv system as follows:

- Developed text files that contained the information for each questionnaire. This information included the item number and source code (for paper questionnaires) as well as the computer-assisted telephone interviewing (CATI) name and the SAS dataset name.
- Loaded the text files into DevSurv, which provided an error listing by examining field lengths, skip instructions, and minimum/maximum values. Once the DevSurv database was loaded, the interface could be used to update the database and to generate output.
- Generated code for CATI instruments for 12 of the 16 SASS questionnaires.² The authoring staff used these files as specifications for CATI instruments. For a simple questionnaire, such as the School Principal Questionnaire (232 data fields, few internal edits, and no rosters), authoring staff was able to have an instrument ready for testing the next day. For a complex instrument, the DevSurv file produced error-free code to set up the screens for each question/answer, the skips, and the range checks. Authors programmed additional logic from specifications that staff included in the DevSurv file. Authoring and testing these instruments took 2 to 4 months. These questionnaires included up to 775 items (including edit items) and generally took respondents 30 to 60 minutes to complete. All 12 instruments were completed over an 8-month period, using a total of approximately 48 person-months of work.
- Provided files for posting in an Item Bank on the NCES website (<http://nces.ed.gov/surveys/sass/sassib>). Staff used these files to add specifications for recoded variables, which programming staff used to program them.

² There were no CATI instruments for the Library Media Center questionnaires, since there was a research test, for the Library Media Centers only, of offering an Internet response option in addition to or separately from the regular self-administered paper version. Any CATI follow-up on these cases would have interfered with the test. Thus, the phone calls made to Library Media Center Questionnaire respondents were to remind them to complete either the paper or Internet version. There was also no CATI follow-up for respondents to the BIA Teacher Questionnaire because this was a small enough group to handle directly with phone calls or other field follow-up.

- Generated data dictionaries for each file.
- Generated a spreadsheet containing key information for each item to be used as a starting point for data capture specifications.
- Generated codebooks for each of the files.

4. Questionnaire Printing

The 1999–2000 SASS was the first administration of SASS to use customized printing of questionnaires. *Docuprint* equipment allowed for printing data specific to any respondent on any page. For SASS, it was used for the following purposes.

a. Print Respondent’s Identification Information on Any Page

Docuprint was used to provide a name,³ address, control number, and associated barcode on each questionnaire. Barcodes also were printed on every page of the questionnaire, which was useful for two reasons. First, the questionnaires were stitched together in the binding, and they were unstitched when they were prepared for imaging at the National Processing Center. Bar coding every page ensured that staff could match the respondents with their replies in the event that the individual questionnaire pages became separated. Second, staff members were able to track questionnaires in the event that the respondent information had been removed. In previous administrations of SASS only the front page had been bar coded. Some respondents, in their desire to remain anonymous, tore the identifying first page from the rest of the survey, making it difficult to match the respondent with the questionnaire.

b. Provide Information to Specific Respondents to Avoid Definitional Problems

In the 1993–94 SASS, problems arose in approximately 10 states where many of the schools reported a larger grade range than ascribed to their school by their state. For example, some schools reported all of the K–12 grades, when the state had them as having only elementary, middle, or high school grades. Public School Questionnaires (SASS-3A) for schools in these states had the following message printed above the questions:

“Please report only for grades [print grade range]. We realize your school may include more grades than [print grade range]. However, your state has reported your school on the U.S. Department of Education’s Common Core of Data (CCD) as consisting of several grade level components. Only the component consisting of grades [print grade range] was selected for participation in this survey. For consistency, please report only for the grades [print grade range]. Please call the Census Bureau at 1-800-221-1204 if you have questions about this request.”

c. Accommodate Split-panel Wording for a Library Media Center Test

The school library media center survey included an internet reporting option. A test was administered in conjunction with this administration at each stage of data collection, which gave additional encouragement to half of the respondents to reply via Internet. Different wording for the two groups was accommodated via Docuprint.

³ The element named varied by questionnaire: it could be the school district name, the school name, the school name plus the word “principal,” or the school name and a teacher name.

d. Personalize Questionnaires

Docuprint was used to print respondent-specific information such as return dates and names of districts, schools, and teachers on individual questionnaires. Examples explaining where the personalized statements were added and the wording of the additions are provided below.

School District Questionnaire (SASS-1A)

1. On the cover page, in the blank oval to the right of “NOTICE”—

“Please return this form by [print month, day, year 17 days after mailout date] in the enclosed envelope.”

2. On page 3, for “Instructions c”—

“Please return this form by [print month, day, year 17 days after mailout date] in the enclosed envelope.”

3. On page 3, for question 1a—

“Is [print district name] a school district or local education agency?”

School Principal Questionnaires (SASS-2A, -2B, -2C, -2D)

The text described in 1 and 2 was added to all School Principal Questionnaires.

1. Added the same text as described in numbers 1 and 2 for the School District Questionnaire (but the second sentence was printed in “Instructions 1d” instead of “Instructions c”).

2. On page 3, for question 2a—

“Is [print school name] still in operation?”

School Questionnaires (SASS-3A, -3B, -3C, -3D)

1. On all School Questionnaires, Docuprint added the same text as described in numbers 1 and 2 for the School District Questionnaire (but the second sentence was printed in “I. Instructions c” instead of “Instructions c”).

2. On page 5 of the Public, Indian, and Public Charter School Questionnaires (SASS-3A, -3C, -3D), above question 6 for specific schools, Docuprint added the message asking schools to report only for the grades specified that was already quoted in section II.4.b.

School Teacher Questionnaires (SASS-4A, -4B, -4C, -4D)

The text described in 1–6 was added to all School Principal Questionnaires.

1. On cover page, in blank oval to the right of “NOTICE”—

“Please return this form within 3 weeks in the enclosed envelope.”

2. On page 4, for “Instructions a”—
 “This questionnaire is intended only for [print teacher name].”
3. On page 4, for “Instructions b”—
 “If [print teacher name] no longer works at [print school name], please mark the appropriate box below and return this questionnaire to the U.S. Census Bureau in the enclosed envelope.”
4. On page 4, for “Instructions b.2”—
 “Has left [print school name] for another reason, such as laid off or to take a non-teaching job.”
5. On page 4, for “Instructions b.3”—
 “Has never worked at [print school name].”
6. On page 4, for “Instructions c”—
 “If you are the person named above AND you still work at [print school name], please complete this questionnaire and return it to the U.S. Census Bureau in the enclosed envelope. Please return it within 3 weeks.”

School Library Media Center Questionnaires (LS-1A, -1B, -1C)

On all School Library Media Center Questionnaires, there were two versions of page 3. One version strongly encouraged the school to respond via the Internet, while the second version suggested to the school that the internet instrument was an alternative method of completing the paper questionnaire.

1. On the cover page for all School Library Media Center Questionnaires, for “I”—
 “Is [print school name] currently in operation?”
2. On the cover page for all School Library Media Center Questionnaires, for “II”—
 “Does [print school name] have a Library Media Center?”
3. On page 3 of the Public School Library Media Center Questionnaire, after “2. Enter your username”—
 [12-digit control number]
4. On page 4 of the Public School Library Media Center Questionnaire and on page 3 of the Indian School Library Media Center Questionnaire, after the envelope symbol—
 “Please return this questionnaire by [print three weeks after mailout date] in the enclosed envelope.”

5. Questionnaire Imaging

In previous SASS administrations, Census Bureau staff keyed completed questionnaires. The 1999–2000 SASS used imaging technology. Imaging the forms was expected to be faster, less costly, and at least as accurate as keying. The results of imaging were:

- Imaging was less expensive than traditional keying. Although some keying was required (key from image, or KFI) for data that could not be read by the equipment, savings still were realized.
- The quality of the image data capture operation was comparable to, if not better than, traditional keying. The estimated overall KFI operator error rate for the 1999–2000 education surveys was 0.24 percent. This compares to a historical operator error rate of 0.28 to 0.36 percent when all data items were keyed.
- Data fields which failed the acceptance criteria level of the software recognition engine and 10 percent of the accepted data were presented to a KFI operator for interpretation (correction) and verification. The recognition engine captured 75.4 percent of the questionnaire fields (13,414,588 of 17,792,365 fields) completed on the questionnaires. Traditionally, these fields went to a keyer/operator for 100 percent verification. In this administration of SASS, only 5,374,580 fields (30.2 percent) were 100 percent verified.

D. Methodology Changes

1. Teacher Listing Form (TLF)

In 1993, the Demographic Statistical Methods Division (DSMD) of the Census Bureau conducted the Teacher List Validity Study (TLVS) in order to evaluate the quality of the data reported on the TLF. This study exposed problems with the TLF; however, TLVS did not obtain very insightful reasons for the problems. Two cognitive interview studies were undertaken on the TLF; the first round occurred in 1995 and the second round followed in 1997. A split panel test was conducted to compare the response rate of the revised version with the original TLF. The test showed there was no statistical difference in response rates between the two forms. As a result of the research, the TLF was revised in order to make it more user-friendly—instructions were trimmed, navigational characteristics were improved, definitions were sharpened, and the formatting was changed. (For more complete information, see NCES Working Paper 95–09, *The Results of the 1993 Teacher List Validation Study (TLVS)*, by Daniel Royce, at <http://nces.ed.gov/pubs95/9509.pdf>; NCES Working Paper 96–05, *Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey*, by Cleo R. Jenkins and Dawn Von Thurn, at <http://nces.ed.gov/pubs96/9605.pdf>; and NCES Working Paper 97–23, *Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form*, by Andrew Zukerberg and Meredith Lee, at <http://nces.ed.gov/pubs97/9723.pdf>.)

2. Incentives

To encourage response, the 1999–2000 SASS used several incentives, including brochures, teacher kits, and maps.

The NCES brochures, which contained summaries of the results from the 1993–94 SASS, were included in the 1999–2000 initial mailouts of the School District, School, and School Teacher Questionnaires. The purpose of this mailing was to emphasize to educators the importance of their participation in SASS. School districts, public schools, and BIA schools were

sent *Snapshots of Public Schools*, and private schools were sent *Snapshots of Private Schools*. Public charter schools were sent the *Schools and Staffing Survey 1999–2000* brochure (NCES 1999–349). Public, private, BIA, and public charter school teachers were sent *Teachers on Teaching*.

The first mailout to teachers also included a voucher/order card for a teacher kit comprised of a 24-page teacher guide and a 4-ft. by 6-ft. U.S. map with 1990 state population figures.

In December 1999, in lieu of a second reminder postcard, a thank-you letter that included a wall map of the United States was sent to all schools. The letter also reminded those schools that they were sent a TLF, School Principal Questionnaire, and School Library Media Center Questionnaire (most schools).

3. Internet Reporting Option

An internet reporting option was developed for the School Library Media Center Questionnaire, and 13 respondents from metropolitan Washington, DC area school libraries were recruited for usability testing. Usability testing is a pretest method in which an experienced interviewer observes and videotapes (with respondent permission) respondents as they navigate their way through the survey. When each respondent completes the survey, an interviewer asks specific questions about the respondent’s experience.

Two navigation methods were compared in this test: a “scroll”-based method in which the questionnaire fit on one long page, similar to a word processor document, and a “screen”-based method in which sections of questions appeared on different pages and respondents used a next/previous button and menu bar to navigate through the questionnaire. In addition, two methods of providing edit messages to respondents who entered questionable data were tested: passive edits that gently alerted respondents to look at their response, and active edits that gave respondents the option to automatically erase their answer. Based on the findings from the usability test, a new instrument was designed using the scroll-based version with passive edits. (For more complete information, see NCES Working Paper 2000–04, *Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings*, which contains the paper, “Designing Surveys for the Next Millennium: Internet Questionnaire Design Issues,” by Andrew Zukerberg, Elizabeth Nichols, and Heather Tedesco, at <http://nces.ed.gov/pubs2000/200004.pdf>.)

All respondents who were sent the School Library Media Center Questionnaire in the fall field test were encouraged to complete the form using the internet reporting option. Potential respondents received two letters. The first letter contained their user name and the second letter contained their password. In order to ensure that all responses would remain secure, a 128-bit encryption was imposed.

4. Nonresponse Follow-up

For the 1993–94 SASS, reminder postcards were mailed 1 week after the initial mailing for each type of questionnaire, and a second survey was sent to each nonrespondent about 5 weeks after the initial mailing for each type of questionnaire. For the 1999–2000 SASS, a second reminder postcard was added. In general, the first reminder postcards were mailed within 1 to 4 weeks of the initial mailout, the second copies of surveys were sent within 6 weeks of the reminder postcards, and the second reminder postcards were sent approximately 1 week after the

second survey mailout. However, the teacher surveys were sent out in four waves, and due to timing constraints, wave 4 of the teacher surveys did not receive a second mailout, and only wave 1 received a second reminder postcard. In addition, schools received a letter instead of a second postcard.

For the 1993–94 survey, nonresponse follow-up was apportioned between CATI and Census field representatives (FRs). CATI was used for principal, library, librarian, public school, private school teacher, and BIA school teacher cases, and about two-thirds of the public school teacher cases, while FRs handled nonresponse follow-up for LEAs, private schools, BIA schools, and the remainder of the public school teachers.

For the 1999–2000 SASS, in general, nonresponding cases—except for library cases—were scheduled for CATI follow-up first, and then sent to FRs. However, some nonresponding cases, including most BIA cases, all cases where there was no telephone number, approximately 18 percent of the wave 2 and 3 teacher cases (including all private school and public charter school cases), TLF cases that were classified as refusals but who returned another SASS form, and requests for a personal visit, were sent directly to FRs. In addition, FRs making a visit to a TLF school were provided with other nonresponse questionnaires for that school. Due to budgetary constraints, the number of teacher cases assigned for CATI and field follow-up was reduced by approximately 15 percent.

A separate CATI instrument was used for nonresponse follow-up for a subsample (due to budgetary constraints) of those included in the school library media center survey. This CATI instrument did not collect data; rather, it was a split panel research component that encouraged half of the respondents to complete the questionnaire via the Internet and instructed the other half to fill out the paper form (without mention of the internet option).

5. School Locale Code Changes

CCD changed the Census Bureau's geographic coding of public schools in metropolitan and nonmetropolitan areas as of school year 1998–99. The definitional change was to subdivide "rural" into two codes. As of 1998–99, the definition for code 7 was narrowed from "rural" to "rural, outside a metropolitan area," and areas that were "rural, within a metropolitan area" were assigned to a new code, 8. This recognizes the areas that are rural, even though the entire surrounding places may be defined as part of a metropolitan area. At the same time, there has been more reporting and assignment of locale codes for public schools using a more precise system of physical addresses (although some public schools still are using mailing addresses). The physical address allows for a more precise coding than at the ZIP code level of the mailing address of a public school. The change in the method of assigning locale codes has resulted in some cases shifting from one locale code prior to the 1998–99 school year to another as of 1998–99 and subsequent years. The 3-level urbanicity variable now includes the code 8 rural areas in the "urban fringe/large town" category, rather than as part of the "rural/small town" category. This definitional and operational change may result in some comparisons of schools by community type or locale over time that do not reflect actual change, but merely a shift in the distribution of schools by community type due to the difference in definition of rural areas or method of community type assignment. (For more complete information, see NCES Working Paper 2002-02, *School Locale Codes 1987–2000*, by Nancy Speicher, at <http://nces.ed.gov/pubs2002/200202.pdf>.)

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III. Preparation for the 1999–2000 SASS

Improvement of questionnaires and procedures is an ongoing process for SASS. Before each survey year, field tests and other studies (e.g., cognitive research) are conducted to test new or revised questionnaire items and changes in procedures. The ultimate purpose of these studies is to understand how respondents interpret the questions. Four stages of testing were undertaken in preparation for the 1999–2000 SASS:

- Cognitive interviews on the School Teacher Questionnaire;
- Cognitive interviews and a split panel test on the Teacher Listing Form;
- 1998 Spring Field Test; and
- 1998 Fall Spring Test.

A. Cognitive Interviews on the School Teacher Questionnaires

Twenty (20) cognitive interviews were conducted with teachers in 1995 in order to evaluate the overall format of the 1993–94 teacher questionnaires and to investigate questions that were identified as problematic during the 1993–94 survey. A combination of cognitive techniques were used—including the concurrent think-aloud technique, the use of paraphrasing, and unstructured retrospective interviewing. Respondents were asked to read aloud as they read through the form and to think aloud as they answered the questions. With the respondents' permission, the interviews were tape-recorded and either a summary or a transcription of each was written.

Interviews were conducted with eight new teachers (i.e., teachers in their first, second, or third year of teaching) and seven experienced teachers. Five of the new teachers and five of the experienced teachers were from public schools, while three of the new teachers and two of the experienced teachers were from private schools. In addition, since the answers of teachers with alternative certificates to question 22b (type of certificate) were deemed especially problematic by NCES, five interviews were conducted with public school teachers who were identified by the Department of Education as having alternative certificates.

The following overall issues and recommendations were noted.

- *Skip Instructions*—The wording, location, and context of the skip instructions differed among questions. As a result respondents overlooked skip instructions or completely misunderstood them. The recommendations included reducing the number of questions with skip instructions and placing explicit instructions after every question telling respondents to move ahead.
- *Column format*—The questionnaires were arranged in a one-column format that worked well. However, the lines separating the questions from one another cluttered the page, acting like a stop sign to respondents. As a result respondents were inhibited from moving freely from one question to another. It was recommended that the lines separating the questions be removed.
- *Question 22b*—respondents who had alternative certificates and who were supposed to mark this category didn't necessarily mark the proper category. It was recommended that a new question should be created to obtain this information.

(For more complete information, see NCES 97-10, *Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993–94 School Year*, by Cleo R. Jenkins, at <http://nces.ed.gov/pubs97/9710.pdf>.)

B. Cognitive Interviews and Split Panel Test on the Teacher Listing Form

The Teacher Listing Form (TLF) is used to obtain and select a sample of teachers to complete the Teacher questionnaire. In 1997, 20 cognitive interviews were conducted in three waves. (The number and grade ranges of the schools in the study are listed in table 2.) The interviews were conducted using concurrent think aloud, retrospective recall, and debriefing techniques. Respondents were asked to read the questionnaire aloud. Respondents were also asked to think aloud, and interviewers probed as respondents completed the form. Interviews were tape recorded with respondents’ permission.

Initial recommendations included reorganizing the TLF to have a vertical flow, the addition of color as a navigational aid and to increase aesthetic appeal, and the addition of definitions and examples to clarify instructions. After these recommendations were implemented, round two of the cognitive interviews was conducted. Despite implementation of the above-mentioned changes, respondents continued to have difficulty with the matrix, indicated by respondents incorrectly including nonteaching staff members and by failing to read the instructions before completing the matrix. Coverage error was still an issue. Consequently, the TLF was revised again. Instructions were trimmed, and navigational characteristics of the TLF were again improved, and a final round of interviews was conducted. Wording issues remained. More changes to the TLF were recommended, including using a larger size page with more instructions on the table to reduce the overwhelming appearance of the instructions and to help respondents locate the needed information.

(For more complete information, see NCES 97-23, *Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form*, by Andrew Zukerberg and Meredith Lee, at <http://nces.ed.gov/pubs97/9723.pdf>. For information on earlier research with the TLF, see NCES 96-05, *Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey*, by C.R. Jenkins and D. Von Thurn, at <http://nces.ed.gov/pubs96/9605.pdf>, and NCES 95-09, *The Results of the 1993 Teacher List Validation Study (TLVS)*, by D. Royce, at <http://nces.ed.gov/pubs95/9509.pdf>.)

Table 2. Number of schools completing cognitive interviews on the Teacher Listing Form (TLF), by grade range: 1997

Grade range	Number	Grade range	Number
Total	20		
PK–06	1	06–08	7
PK–08	1	06–12	1
KG–05	2	07–12	2
KG–06	2	09–12	1
KG–12	1	Ungraded	1
05–12	1		

SOURCE: Zukerberg, A., and Lee, M. (1997), *Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form* (NCES 97-23). U.S. Department of Education, Washington, DC: National Center for Education Statistics Working Paper.

A split panel test was conducted during October 1997 with a total of 500 schools that included 250 (half private and half public) in each panel to compare the response rate of the revised version with the original TLF. The test showed there was no statistical difference (less than 3 percent) in response rates between the two forms. The revised version was adopted for the 1999–2000 SASS.

C. 1998 Spring Field Test

The field test of the revised questionnaires did not follow the usual SASS data collection procedures. The ultimate goal of normal SASS procedures is to obtain the highest possible response rate.

The goal of the field test was not to maximize response rate but rather to get enough responses to review in order to determine how well the questionnaires worked. The 1998 field test consisted of abbreviated versions of the questionnaires that included primarily newly developed item modules as well as some of the core items that were asked on previous versions. In early 1998, an advance letter was mailed to the sample LEAs. The teacher sample was selected in January from the teacher lists collected in the split panel TLF test administered in the fall of 1997. The initial mailout for the School and Principal questionnaires was completed in March 1998, followed by a reminder postcard 1 week later. The School District and School Teacher Questionnaires were mailed in March; however, in lieu of sending reminder cards to the individual districts and teachers, Census staff made reminder calls to urge them to return their completed questionnaires. A second questionnaire was mailed approximately 5 weeks after the first mailout to all sample cases that had not returned the questionnaire. Approximately 5 weeks after the second mailout, Census Bureau field staff commenced telephone follow-up to collect cases for behavior coding, which is the systematic application of codes to the interaction between the respondent and interview. Data collection was completed in May 1998.

The table below illustrates the sample sizes and response rates for the field test.

Table 3. Field test sample size and final response rate, by questionnaire: Spring 1998

Questionnaire	Sample size	Final response rate ¹ (percent)
School District (SASS-1A)	247	80
Public School Principal (SASS-2A)	250	71
Private School Principal (SASS-2B)	250	71
Public School (SASS-3A)	250	68
Private School (SASS-3B)	250	73
Public School Teacher (SASS-4A)	550	70
Private School Teacher (SASS-4B)	550	59

¹ Results from mailout and from telephone follow-up that was limited to obtaining a sample for behavior coding (i.e., the systematic application of codes to the interaction between the respondent and interview).

NOTE: The information in parentheses following the questionnaire name is the SASS questionnaire form number.

SOURCE: Zukerberg, A. (1999, March). *1998 Pretest and Questionnaire Revisions for the 2000 SASS*. Paper presented at the National Center for Education Statistics' Schools and Staffing Survey (SASS) Technical Review Panel Meeting, Washington, DC.

As mentioned earlier, the questionnaires used in the first field test were abbreviated versions that included newly developed item modules as well as some of the core items that were asked on previous versions. The additions to the individual questionnaires were:

- *School Questionnaire*—teacher professional development opportunities provided by the school, school reform, parental involvement, and school outcomes.
- *School Principal Questionnaire*—school reform, and professional development for both teachers and principals.
- *School Teacher Questionnaire*—teacher training, teacher induction, teacher professional development, instructional practices for math teachers, curriculum development, and decision-making practices.
- *School District Questionnaire*—teacher professional development, school capacity, and district organization and management.

The completed questionnaires were evaluated using the following three methodologies.

1. *Professional Review Panel*. During the summer of 1998 a joint NCES-Census Bureau team reviewed approximately 1,600 completed questionnaires. The team identified and logged inconsistencies in response, respondent comments on the questionnaires, and other potential

problems. An “other” category was included in several of the response categories in an attempt to capture possible categories overlooked in the questionnaire content. Completed questionnaires were keyed and the data was analyzed for potential response problems. This analysis looked at item response rates, response distributions, and response inconsistencies.

2. *Behavior Coding.* Behavior coding is the systematic application of codes to the interaction between the respondent and interviewer. In previous full-scale SASS administrations, telephone follow-up accounted for as many as half of the completed interviews. The SASS questions are written for mail administration and contain many long, complex questions. To understand how well these questions operate in telephone administration, behavior coding was conducted as part of the telephone follow-up. The following are examples of some of the codes used for interviewers and respondents:

Interviewer Behavior Codes

M = major change in question wording

W = wrong skip (interviewer asks question that should not have been asked or skips a question that should have been asked)

Respondent Behavior Codes

B = break-in, which occurs whenever the respondent interrupts the interviewer while he/she is reading a question

C = clarification; that is, if the respondent asks the interviewer to clarify the meaning of the question or repeat the question

Final Outcome Codes

A = adequate answer that matches or can reasonably be classified into one of the available pre-coded answer categories

R = refusal to answer the question

A total of 92 field test telephone follow-up interviews were tape recorded (with respondent permission). Staff then replayed the interviews and applied codes to situations that indicated potential problems for the pretest during spring 1998. Table 4 illustrates the number and type of questionnaires that were behavior coded.

Table 4. Number of field test telephone follow-up interviews that were behavior coded, by questionnaire: Spring 1998

Questionnaire	Number
Public School Principal (SASS-2A)	17
Private School Principal (SASS-2B)	20
Public School (SASS-3A)	19
Private School (SASS-3B)	16
Public School Teacher (SASS-4A)	11
Private School Teacher (SASS-4B)	9

NOTE: The information in parentheses following the questionnaire name is the SASS questionnaire form number.

SOURCE: Zukerberg, A. (1999, March). *1998 Pretest and Questionnaire Revisions for the 2000 SASS*. Paper presented at the National Center for Education Statistics' Schools and Staffing Survey (SASS) Technical Review Panel Meeting, Washington, DC.

The behavior coding revealed that questions where respondents had to choose from “any of the following” proved to be problematic for telephone administration. For example, behavior coding of question 6 on the Private School Questionnaire (SASS-3B)—“Is your school accredited by any

of the following?”—uncovered that interviewers stopped reading the choices once a respondent answered “yes” to one of the categories in the list.

3. *Cognitive Interviews.* Eighteen cognitive interviews were conducted in the spring of 1998 with the field test questionnaires. The interviews included extensive probes and paraphrasing for items where there was concern about specific words or concepts, think aloud protocols for other items, and concluded with debriefing questions on the overall interview experience. All interviews were conducted by trained interviewers and tape recorded (with respondent permission). Schools were recruited from the Washington, DC metro area, Kentucky, and Indiana (table 5).

Table 5. Number of field test cognitive interviews, by questionnaire and instructional level and location: Spring 1998

Questionnaire	Instructional level and location	Number of interviews
School District (SASS-1A)	Maryland	2
Public School Principal (SASS-2A)	Elementary school, Virginia	1
	Middle school, Kentucky	1
	High school, Kentucky	1
Private School Principal (SASS-2B)	K–08, Indiana	1
Public School (SASS-3A)	Elementary school, Virginia	1
	High school, Maryland	2
Private School (SASS-3B)	K–08, Kentucky	1
	K–12, Kentucky	1
Public School Teacher (SASS-4A)	Elementary school, Maryland	2
	Middle school, Maryland	1
Private School Teacher (SASS-4B)	K–12, Kentucky	2
	High school, Kentucky	2

NOTE: The information in parentheses following the questionnaire name is the SASS questionnaire form number.

SOURCE: Zukerberg, A. (1999, March). *1998 Pretest and Questionnaire Revisions for the 2000 SASS*. Paper presented at the National Center for Education Statistics’ Schools and Staffing Survey (SASS) Technical Review Panel Meeting, Washington, DC.

The interviews revealed that respondents had a difficult time following skip instructions. Many respondents answered some questions that they should have skipped while other respondents missed questions that they should have answered. In reference to scaled response items (0–5 indicating “No influence” to “A great deal of influence”), respondents were reluctant to choose “0” as a response option even though many respondents indicated that they had no influence.

Based on the evaluations, questionnaires were revised for the subsequent test. Navigational flow was changed to follow a more vertical pattern and was adjusted so that it was consistent through all forms. Skip instructions were made more explicit.

D. 1998 Fall Field Test

During October 1998–January 1999, another field test was conducted with the SASS questionnaires. As mentioned previously, the goal of the field test was not to maximize response rates but rather to get enough responses to review in order to determine how well the questionnaires worked. This field test differed from the spring field test in that all questions were included in the questionnaires. Although the second field test mirrored many features of the full-scale SASS, including prenotification letters and reminder postcards, it did so on a condensed time schedule. The questionnaires were mailed to respondents in October 1998. A second mailing was sent to nonrespondents in November 1998.

Telephone follow-up of nonrespondents began in mid-November. The data collection period ended in January 1999. Table 6 illustrates sample sizes and response rates for the fall field test.

Table 6. Field test sample size and final response rate, by questionnaire: Fall 1998

Questionnaire	Sample size	Final response rate ¹ (percent)
School District (SASS-1A)	471	74.1
Public School Principal (SASS-2A)	474	63.1
Private School Principal (SASS-2B)	450	65.1
Public School (SASS-3A)	474	62.9
Private School (SASS-3B)	450	58.2
Public School Teacher (SASS-4A)	571	56.7
Private School Teacher (SASS-4B)	446	46.2
Public School Library Media Center (LS-1A)	474	45.6
Private School Library Media Center (LS-1B)	450	36.0

¹ Results from mailout and from telephone follow-up that was limited to obtaining a sample for behavior coding.

NOTE: The information in parentheses following the questionnaire name is the SASS questionnaire form number.

SOURCE: Zukerberg, A. (1999, March). *1998 Pretest and Questionnaire Revisions for the 2000 SASS*. Paper presented at the National Center for Education Statistics' Schools and Staffing Survey (SASS) Technical Review Panel Meeting, Washington, DC.

The fall field test was evaluated as follows:

1. *Professional Review Panel.* The panel, starting in November 1998, reviewed the majority of the 2,400 completed surveys and noted all comments and inconsistencies. Special attention was devoted to the School Questionnaire, particularly the new items pertaining to public charter schools. The School Teacher Questionnaire was also reviewed very closely because of the many new items that were added.
2. *Behavior Coding.* Prior to the fall field test, training for telephone interviewers was intensified. More attention was devoted to pronunciation of unfamiliar terms, and a glossary of common education terminology was provided. The public and private School Teacher Questionnaires (SASS-4A and -4B) were not included in the telephone interviews because of their complexity and length. The exclusion of these forms allowed for more comprehensive training on the other forms for the telephone interviewers.

Twenty (20) interviews with each of the School District Questionnaire (SASS-1A), public and private School Principal Questionnaires (SASS-2A and -2B) and public and private School Questionnaires (SASS-3A and -3B) forms were tape recorded (with respondent permission) and coded by trained Census Bureau behavior coders during November and December 1998. The same items that were problematic on the spring field test continued to prove problematic during the fall field test.

3. *Cognitive Interviews.* Concurrent with the fall field test, cognitive interviews were conducted. Respondents were recruited from personal contacts as well as from schools that met certain criteria. The schools chosen included regular elementary, middle, and high schools as well as public charter schools and schools with a migrant student population. Interviews with private schools, private teachers, and private principals included both secular and nonsecular schools. The interviews were conducted in urban metropolitan, suburban, and rural areas with respondents in the Pacific Northwest, South, and Mid-Atlantic regions. The interviews included extensive probes and paraphrasing for items where there was concern about specific words or concepts, think aloud protocols for other items, and concluded with debriefing questions on the overall interview experience. All interviews were tape recorded (with respondent permission) and

transcribed by trained Census Bureau interviewers during the period from November 1998 through April 1999. The length of the interviews varied from 30 to 90 minutes. The table below illustrates the number of interviews conducted with each questionnaire.

Table 7. Number of field test cognitive interviews, by questionnaire and instructional level and location: Fall 1998

Questionnaire	Instructional level and location	Number of interviews
School District (SASS-1A)	Maryland	1
	Virginia	1
Public School Principal (SASS-2A)	Middle school, Maryland	2
	Middle school, Virginia	1
	High school, Maryland	3
Private School Principal (SASS-2B)	PK–8, Maryland	2
	High school, Maryland	2
Public School (SASS-3A)	Elementary school, District of Columbia	1
	Elementary school, Maryland	1
	Middle school, TN	1
	6–12, District of Columbia	1
	High school, Washington	1
	Ungraded, Oregon	1
Private School (SASS-3B)	K–5, Washington	1
	K–8, Maryland	1
	High school, Maryland	1
	High school, Oregon	1
Public School Teacher (SASS-4A)	Elementary school, Maryland	1
	Middle school, Maryland	5
	High school, Maryland	4
Private School Teacher (SASS-4B)	PK–8, Maryland	5
	K–12, District of Columbia	1
	K–12, Virginia	1
	High school, Maryland	3
	Ungraded, Maryland	1

NOTE: The information in parentheses following the questionnaire name is the SASS questionnaire form number.

SOURCE: Zukerberg, A. (1999, March). *1998 Pretest and Questionnaire Revisions for the 2000 SASS*. Paper presented at the National Center for Education Statistics' Schools and Staffing Survey (SASS) Technical Review Panel Meeting, Washington, DC.

Several new problems were detected in the fall field test round of cognitive interviews. Most of the problems were uncovered on the public and private School Teacher Questionnaire forms (SASS-4A and -4B) and public and private School Questionnaire forms (SASS-3A and -3B). A question that required teachers to refer to a list of assignment codes proved problematic. The answer space format provided for a three-digit code; however, many of the assignment fields only had one-digit or two-digit codes. A similar problem was detected for questions that asked teachers to report the codes for their teaching subject and college major.

The series of questions that asked about new teacher induction also presented problems. The questionnaire instructions directed anyone who began teaching before the 1994–95 school year to skip out of the series. However, many teachers who should have skipped this series answered them. There was also an instruction that asked first-year teachers to answer the questions for “THIS” year. Some respondents, who were new teachers who began teaching before the current school year, misunderstood this instruction and skipped the series.

On the public and private School Questionnaire forms (SASS-3A and -3B), there is a series of questions that pertains to migrant students. Before interviewing schools with migrant students, the interviewers checked with the local Migrant Education offices to find out what schools had these types of students and how many there were. However, during the interviews, some of these schools answered “No” to all the questions that pertained to migrant students.

4. *Usability Testing.* In addition to the paper SASS forms, an internet reporting option was developed for the School Library Media Center Questionnaire. Thirteen respondents from metropolitan Washington, DC area school libraries were recruited for usability testing. Usability testing is a pretest method in which an experienced interviewer observes and videotapes (with respondent permission) a respondent as they navigate their way through the survey. When the respondent completes the survey, an interviewer asks specific questions about the respondent’s experience.

Two navigation methods were compared in this test: a “scroll”-based method in which the questionnaire fit on one long page, similar to a word processor document, and a “screen”-based method in which sections of questions appeared on different pages and respondents used a next/previous button and menu bar to navigate through the questionnaire. In addition, two methods of providing edit messages to respondents who entered questionable data were tested: passive edits that gently alerted respondents to look at their response, and active edits that gave respondents the option to automatically erase their answer. A new instrument was designed based on findings from the usability test. The scroll-based version with passive edits was adopted.

(For more complete information, see NCES 2000–04, *Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings*, which contains the paper, “Designing Surveys for the Next Millennium: Internet Questionnaire Design Issues,” by Andrew Zukerberg, Elizabeth Nichols, and Heather Tedesco, at <http://nces.ed.gov/pubs2000/200004.pdf>.)

All respondents who were sent the School Library Media Center Questionnaire in the fall field test were encouraged to complete the form using the internet reporting option. Potential respondents received two letters. The first letter contained their user name and the second letter contained their password. In order to ensure that all responses would remain secure, a 128-bit encryption was imposed.

E. Findings and Actions Taken Subsequent to the 1998 Fall Field Test

Findings and their resolutions are presented below, divided into separate sections for individual SASS questionnaires and overall issues.

Finding	Overall Issues	Resolution
<p>Respondents missed skip patterns on many occasions (across all questionnaires). Some respondents answered questions that they were supposed to “skip” while some did not answer questions that were intended for them.</p>	▶	<p>The skip instructions (e.g., “SKIP to item 4b below”) were revised. The term “skip” was replaced with “GO to,” and the boxes containing these instructions were shaded a deeper color than the background to help them to stand out. (See exhibit 1.)</p>

Overall Issues

Finding

The majority of questions on the field test questionnaires were in a two-column format. The two-column format, especially when combined with grids and skip instructions, added to the busy look of the questionnaires, which seemed to contribute to many of the incorrect skip patterns. Some respondents commented that the instructions and definitions for some questions seemed longer than the questions.

Resolution

- ▶ The two-column format was adapted to a single column format. (See exhibit 1.)
- ▶ Instruction length was reduced, and instructions were highlighted with bullets.

Exhibit 1. Comparison of field test questionnaire and final questionnaire format for school magnet program question

Adapted from the SASS School Questionnaire, 1998–99 Field Test

<p>3095 <input type="text"/> Students</p> <p>3100 0 <input type="checkbox"/> No temporary buildings</p>	<p>11a. Does this school have a magnet program (that is, a program offering enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area)?</p> <p>3200 1 <input type="checkbox"/> Yes → <i>Continue with parts b and c.</i></p> <p>2 <input type="checkbox"/> No → Skip to item 12.</p>												
<p>8a. What grades are offered in this school? <i>Mark (x) all that apply.</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">3105 1 <input type="checkbox"/> Prekindergarten</td> <td style="width: 50%;">3145 1 <input type="checkbox"/> 7th</td> </tr> <tr> <td>3110 1 <input type="checkbox"/> Kindergarten</td> <td>3150 1 <input type="checkbox"/> 8th</td> </tr> <tr> <td>3115 1 <input type="checkbox"/> 1st</td> <td>3155 1 <input type="checkbox"/> 9th</td> </tr> <tr> <td>3120 1 <input type="checkbox"/> 2nd</td> <td>3160 1 <input type="checkbox"/> 10th</td> </tr> <tr> <td>3125 1 <input type="checkbox"/> 3rd</td> <td>3165 1 <input type="checkbox"/> 11th</td> </tr> <tr> <td>3130 1 <input type="checkbox"/> 4th</td> <td>3170 1 <input type="checkbox"/> 12th</td> </tr> </table>	3105 1 <input type="checkbox"/> Prekindergarten	3145 1 <input type="checkbox"/> 7 th	3110 1 <input type="checkbox"/> Kindergarten	3150 1 <input type="checkbox"/> 8 th	3115 1 <input type="checkbox"/> 1st	3155 1 <input type="checkbox"/> 9 th	3120 1 <input type="checkbox"/> 2nd	3160 1 <input type="checkbox"/> 10 th	3125 1 <input type="checkbox"/> 3rd	3165 1 <input type="checkbox"/> 11 th	3130 1 <input type="checkbox"/> 4th	3170 1 <input type="checkbox"/> 12 th	<p>b. Is this a school-wide magnet program in which all students in this school participate in the program?</p> <p>3205 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
3105 1 <input type="checkbox"/> Prekindergarten	3145 1 <input type="checkbox"/> 7 th												
3110 1 <input type="checkbox"/> Kindergarten	3150 1 <input type="checkbox"/> 8 th												
3115 1 <input type="checkbox"/> 1st	3155 1 <input type="checkbox"/> 9 th												
3120 1 <input type="checkbox"/> 2nd	3160 1 <input type="checkbox"/> 10 th												
3125 1 <input type="checkbox"/> 3rd	3165 1 <input type="checkbox"/> 11 th												
3130 1 <input type="checkbox"/> 4th	3170 1 <input type="checkbox"/> 12 th												

Adapted from the SASS Public School Questionnaire, 1999–2000

<p>15a. Does this school have a magnet program? (A magnet program offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area.)</p> <p>0112 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No → GO to item 16 below.</p>	
<p>b. Is this a school-wide magnet program in which all students in this school participate in the program?</p> <p>0113 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>	

School Questionnaire Issues

Finding	Resolution
<p>It was determined that a few questions could be confusing, depending on who filled out the survey, and should be redesigned or moved to a more appropriate questionnaire. These questions were handled as follows:</p>	
<p>Types of assessments used for school performance</p>	<p>▶ This question was revised and moved to the School District Questionnaire. It was replaced on the School Questionnaire by a general question on whether the school received performance reports from the district on such things as students' scores on achievement tests or graduation rates.</p>
<p>Does the school have a decision-making body, who is involved, and what is their function?</p>	<p>▶ This question was moved to the School Principal Questionnaire.</p>
<p>Series of questions pertaining to the method of promoting students to the next grade level</p>	<p>▶ These questions were eliminated.</p>

School Teacher Questionnaire Issues

Finding	Resolution
<p>Several teachers became confused with a series of questions that required them to fill in a code number that corresponded to a table of precoded choices. The codes that they had to choose from had two and three digits. The response option allowed space for a three-digit code.</p>	<p>▶ Categories from the tables and corresponding response options were recoded to two-digit codes to provide consistency and avoid confusion.</p>
<p>Respondent burden became an issue with the addition of 110 instructional practices items and approximately 57 professional development items. The highest level of burden was placed on math teachers who were required to complete a section about instructional practices.</p>	<p>▶ The entire section devoted to instructional practices was eliminated. The sections devoted to professional development responses were greatly trimmed. A subsection of the professional development questions that asked very detailed questions about the usefulness of these activities was trimmed to one general question. A detailed question about mentor teacher assistance was trimmed.</p>

School Library Media Center Internet Survey Issues

Finding

Very few respondents completed the survey via the Internet. Many respondents' internet browsers could not support the high level of encryption required to access the survey (128-bit encryption), or the requirements for Triple Data Encryption Standard (DES) and a U.S. only browser to protect the data.

Two letters containing a password and user name, respectively, were sent to all potential respondents. This proved problematic because some respondents lost one of the letters and could not access the internet version.

Resolution

▶ The level of encryption required was reduced and the U.S. only browser requirement was eliminated with no security risk.

▶ One letter containing both the password and user name was sent rather than two separate letters.

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IV. Sample Design and Implementation

SASS uses a stratified probability sample design.⁴ Details of frame sources, stratification variables, allocation methods, sorting, and sample selection are described in this chapter. Schools were selected first, and the chapter starts with a discussion of the public, BIA, and public charter school sample design and implementation. Once the public schools were selected, the districts associated with these schools were generally in the sample as well. Thus, details of district sample selection follow the discussion of public schools. The private schools are discussed next, followed by a discussion of how the original 1999–2000 SASS selection probabilities were adjusted so that the expected number of private schools that overlapped between the SASS, NAEP, and ECLS samples was minimized without changing a school’s overall selection probability. The school library media center sample, which was a subsample of the SASS school sample, is discussed after that. A sample of teachers was selected within each sampled school; details of the teacher sample are discussed last.

A. Public, BIA, and Public Charter Schools

1. Sampling Frames

NCES constructs separate sampling frames for each survey component. The public, BIA, and public charter school frames, and the adjustments they undergo, are described below.

Public schools. The sampling frame for public schools for the 1999–2000 SASS was an adjusted version of the 1997–98 school year CCD file. NCES collects CCD data annually from all state education agencies. NCES and the state education agencies work cooperatively to assure comparability between data elements reported. CCD is believed to be the most complete public school listing available. CCD includes regular public schools as well as nonregular schools, such as special education, vocational, or technical schools. For the 1997–98 school year, state education agencies used their administrative record data to report data for a total of 91,340 schools in the United States and its outlying areas.

Due to timing constraints, NCES began working with the preliminary 1997–98 CCD file rather than the final version. Consequently, some corrections and additions to the CCD records needed to be made in order to create a relatively clean sampling frame. Records with missing grade range or address information were contacted. Missing phone numbers were looked up. Student/teacher ratios were checked for reasonability and, if above 50, the teacher count was blanked out and subsequently imputed. Locale code distributions were checked for reasonability. After all other corrections were made, records with missing enrollment or teacher counts were imputed using student/teacher ratios or average values from other schools from the same state and school level (elementary/secondary/combined).

In addition, due to differences in school definition and scope between SASS and CCD, some records needed to be added or deleted from CCD in order to provide better coverage and a more efficient sample design for SASS. The following types of school records were deleted from CCD in creating the SASS sampling frame: schools flagged as closed, schools outside the 50 states or the District of Columbia, schools with a highest grade less than 1st grade, schools that only taught adult education, school records with “home school” or “home bound” in the name, and any school that, when contacted, turned out to be closed or not a school.

⁴ For the 1987–88, 1990–91, and 1993–94 SASS, this chapter in the data file user’s manual presented a summary of material from the companion sample design and estimation report. For the 1999–2000 SASS, all material is presented in this volume.

School records were added to the CCD from four sources. First, a list of 50 DoD schools was obtained from DoD school websites. These schools were added to the regular school sampling frame. Second, among the CCD school records in California and Pennsylvania were school records that were really offices that administered specialized school programs. These offices were contacted to obtain lists of schools they administered. These lists were checked against the CCD, and nonmatching schools were added to the CCD while the administrative offices were deleted. This resulted in a net addition of 317 schools. Third, BIA provided a list of 197 schools for 1997–98. This list was checked against the CCD for duplicates. The results are described below. Finally, a list of 1,122 public charter schools for 1998–99 were obtained from the U.S. Department of Education. This list was also checked against the CCD for duplicates, and the results are described below.

The end result of the operations to add and delete records was a SASS public school sampling frame containing 88,266 public schools.

BIA Schools. The BIA schools were in a separate frame from the public schools, the private schools, or the public charter schools. The list of BIA-funded schools came from the Bureau's *Office of Indian Education Programs: Education Directory* (BIA 1998). The directory listed 197 schools funded by BIA and the Office of Indian Education Programs by name of school, location, and the number of teachers and students.

The BIA list was checked against the CCD and the public charter school list. For the 1999–2000 SASS, 65 BIA-funded schools overlapped with the CCD public school frame and 8 overlapped with the public charter school frame. The remaining 124 schools on the BIA list were added to the BIA universe of schools for the 1999–2000 SASS. However, not all of the 197 schools met the SASS eligibility requirement that the facility must provide educational services for any of grades 1 through 12. Some 28 of the directory listings were for dormitories or schools that provided only preschool or adult educational services. The remaining 169 schools constituted the BIA stratum and were allocated with certainty in the sample. Of these schools, 120 received the Indian School Questionnaire, 43 received the Public School Questionnaire, and 6 received the Public Charter School Questionnaire.

Public Charter Schools. The universe of public charter schools was obtained from a list provided by the U.S. Department of Education's Office of Educational Research and Improvement (OERI; renamed Institute of Education Sciences, IES, in 2002), as described in *The State of Charter Schools 2000* (Nelson et al. 2000). The list, which pertained to the 1998–99 school year, was developed by Research Policy Practice (RPP), a private firm that had previously collected public charter school data under contract with the Department of Education. The SASS public charter school sample consisted of all schools on the list (1,198), excluding 76 apparent duplicates, for a total of 1,122.

2. Allocation

The goals for the school sample of the 1999–2000 SASS were similar to the 1993–94 SASS:

- Use the 1997–98 CCD file as a frame whenever possible.
 - Produce state estimates of public school characteristics.
 - Produce state/elementary and state/secondary estimates of the number of schools and associated school characteristics.
-

- Produce national estimates of combined schools.
- Produce national estimates by various geographic (region, locale) and school characteristics.
- Minimize the overlap between the 1999–2000 SASS and the 1999–2000 NAEP state sample and between the 1999–2000 SASS and the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K). This was done in order to reduce response burden. (The methodology for minimizing the overlaps is described in sections IV.D, Minimizing Overlap with NAEP and ECLS, and IV.E, SASS/NAEP Overlap Sample Design.)
- Oversample schools with 19.5 percent or greater Native American enrollment so that national estimates of these schools by school characteristics can be produced.

Note: All **BIA** and **public charter schools** were selected with certainty; therefore, no stratification was needed.

a. Public School Strata

The SASS public school sample is a stratified sample. For public schools, the first level of stratification was by three types of schools: (A) Native American schools (schools with 19.5 percent or more Native American students, which were oversampled to improve the reliability of American Indian or Alaska Native [AIAN] student estimates), (B) schools in Delaware, Nevada, and West Virginia (where it is necessary to implement a different sampling methodology to select at least one school from each LEA in the state—see section IV.B), and (C) all other schools (all schools not included in A or B). Schools falling into more than one group were assigned to A, B, or C in hierarchical order. (Note: Alaskan schools were excluded from the 19.5 percent rule determination that placed schools in either group A or B, C. All Alaskan schools were placed in group C because the group C sampling rate for Alaska was higher than the group A sampling rate; this meant that if some Alaskan schools had been placed in group A, their reliability would have been reduced, as would have the reliability of Alaskan schools in general.)

For the second level of stratification, the type A schools were stratified by Arizona, California, Minnesota, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Washington, and all other states (except Alaska, since most Alaskan schools have high Native American enrollment). The type B schools were stratified first by state and then by district. Type C schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia).

For the third level of stratification, the three grade-level strata (elementary, secondary, and combined schools) were defined as follows:

Elementary	=	Lowest grade \leq 6 and highest grade \leq 8
Secondary	=	Lowest grade \geq 7 and highest grade \leq 12
Combined	=	Lowest grade \leq 6 and highest grade $>$ 8

In terms of sample allocation, nonregular schools, which include special education, vocational, technical, adult education (if part of an in-scope school), or alternative/continuation grades were included with combined schools.

b. Public School Allocation Methodology

The 1999–2000 SASS sample was allocated so that state-level elementary and secondary estimates and national estimates of combined schools could be made for public schools. The sample was allocated to each state by grade range for regular public schools as well as public schools with high Native American enrollment.

The approach for the allocation was done according to the following priority:

1. Use a total public school sample size in the 1999–2000 SASS of 9,374⁵ regular schools and 450 Native American schools.
2. Allocate 1,300 schools proportional to the 1993–94 SASS unit standard errors for the state/combined school strata to achieve maximum precision for national combined school estimates. “Maximum precision” refers to an optimum allocation to estimate total number of teachers. A minimum of five combined schools were allocated to each state whenever possible. This constraint increased the total combined school sample size to 1,319 schools.
3. Allocate the remainder of the school sample proportional to the 1993–94 SASS unit standard errors for the state/elementary and state/secondary school strata.
4. Assign a minimum number of schools to each stratum (state/level). For the combined school strata, the minimum was five. For elementary/secondary strata the school minimum was 80. (With 80 schools in a stratum, most elementary/secondary strata coefficients of variation should be 15 percent or less). In Alaska, the combined school sample size was fixed at 80.
5. Control the state data collection burden, so that no stratum has a sample size larger than 40 percent of the total number of schools in the stratum.

The allocation process described above could be done using any SASS variable. Total number of teachers, total student enrollment, and total number of schools were used to do separate allocations. Because the primary objective in SASS is to estimate teacher characteristics and because the allocations based on enrollment and school estimates produced similar allocations to the one based on teacher estimates, the teacher allocation was used as the final allocation.

Table 8 provides the final stratum allocation of the 1999–2000 SASS public school sample, as well as the percentage of total schools by state in the public school sampling frame that were selected for sample. Table 9 summarizes the percentages by school level. These tables exclude schools with high Native American enrollment. See section IV.A.2.c for further explanation.

⁵ The regular public school sample size of 9,374 was determined to be the sample size necessary to meet the analytic goals for the 1987–88 SASS (Kaufman 1991).

Table 8. Public school stratum sample sizes, by state and school level, and percentage of frame selected, by state: 1999–2000

State	Elementary	Secondary	Combined ¹	Total sample size	Percentage of frame in sample
United States	4,225	3,830	1,319	9,374	11.0
Alabama	80	80	58	218	16.4
Alaska	77	35	80	192	39.9
Arizona	80	80	10	170	15.1
Arkansas	80	80	5	165	15.0
California	175	180	131	486	5.9
Colorado	80	80	10	170	12.0
Connecticut	80	80	10	170	16.6
Delaware	46	17	9	72	40.0
District of Columbia	47	15	10	72	42.9
Florida	80	80	96	256	9.2
Georgia	80	80	27	187	10.4
Hawaii	75	21	5	101	40.6
Idaho	80	80	8	168	26.9
Illinois	80	80	51	211	5.1
Indiana	80	80	14	174	9.4
Iowa	80	80	13	173	11.3
Kansas	80	80	5	165	11.5
Kentucky	80	80	20	180	12.8
Louisiana	80	80	59	219	15.1
Maine	80	64	7	151	21.2
Maryland	80	80	10	170	13.3
Massachusetts	80	80	8	168	9.4
Michigan	80	80	44	204	5.7
Minnesota	80	80	22	182	9.5
Mississippi	80	80	39	199	21.1
Missouri	80	80	34	194	8.9
Montana	80	80	0 ²	160	20.5
Nebraska	80	80	12	172	13.1
Nevada	80	39	5	124	28.6
New Hampshire	80	40	0 ²	120	26.3
New Jersey	80	80	30	190	8.3
New Mexico	80	62	5	147	23.7
New York	134	103	99	336	8.2
North Carolina	80	80	22	182	9.1
North Dakota	80	77	5	162	31.7
Ohio	80	80	44	204	5.3
Oklahoma	80	80	5	165	14.4
Oregon	80	80	10	170	13.8
Pennsylvania	81	82	32	195	6.1
Rhode Island	80	22	4	106	34.8
South Carolina	80	80	10	170	15.5
South Dakota	80	80	5	165	24.6
Tennessee	80	80	24	184	11.8
Texas	150	199	128	477	6.9
Utah	80	80	10	170	23.0
Vermont	80	28	10	118	33.1
Virginia	80	80	17	177	9.3
Washington	80	80	32	192	9.6
West Virginia	80	80	10	170	20.1
Wisconsin	80	80	10	170	8.4
Wyoming	80	46	5	131	32.9

¹ The sample size allocated to combined schools is not sufficient to make reliable state estimates.

² Montana and New Hampshire did not have any combined schools on the sampling frame.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), public school sample file, 1999–2000.

Table 9. Proportion of public school frame selected in sample, by school level: 1999–2000

School level	Sample size	Percentage of frame in sample
Total	9,374	11.0
Elementary	4,225	7.0
Secondary	3,830	18.1
Combined	1,319	33.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), public school sample file, 1999–2000.

c. Oversampling of Schools with 19.5 Percent or More Native American Student Enrollment

To improve Native American school estimates, schools with 19.5 percent or higher AIAN student enrollment (Native American strata) were placed into their own strata. Arizona, California, Minnesota, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, and Washington had individual Native American strata. The rest of the states, except Alaska, were placed into an “all other states” Native American stratum. (Since most Alaskan schools have at least 19.5 percent Native American students, they were not included in this stratification, but they were included in the analytic estimates.) Schools in the Native American strata were also stratified by school level. The goal was to allocate 450 schools to these strata with probability proportional to the measure-of-size in the stratum, but due to rounding in the allocation process, 451 schools were allocated. An additional requirement was that the elementary and secondary strata each contain at least 150 schools. The sample sizes are provided in table 10. This sample is over and above the 9,374 schools allocated in section IV.A.2.b.

Table 10. American Indian or Alaska Native stratum sample size, by school level and state: 1999–2000

State	Total	Elementary	Secondary	Combined
Total	451	283	151	17
Arizona	40	26	13	1
California	13	8	4	1
Minnesota	14	8	5	1
Montana	25	15	10	0 ¹
New Mexico	35	22	12	1
North Dakota	14	5	6	3
Oklahoma	198	128	69	1
South Dakota	24	15	8	1
Washington	12	7	3	2
All others	76	49	21	6

¹ There were no combined schools in Montana on the frame.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), public school sample file, 1999–2000.

d. Public, BIA, and Public Charter School Sample Allocations

Table 11 presents the overall school sample for public, BIA, and public charter schools broken down by school level.

Table 11. Sample allocation for public, BIA, and public charter schools, by school level: 1999–2000

School type	Total	Elementary	Secondary	Combined
Total	11,136	5,042	4,178	1,916
Public schools				
General schools	9,374	4,225	3,830	1,319
Native American oversample schools	451	283	151	17
BIA schools ¹	189	122	41	26
Public charter schools	1,122	412	156	554

¹ The numbers of BIA schools do not include the eight public charter schools that were funded by BIA. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), public, BIA, and public charter school sample files, 1999–2000.

e. General Remarks

The allocated sample size (discussed above for public, BIA, and public charter schools and in section IV.C for private schools) often differed from the actual number of sample cases selected. This is because the school's probability of selection was conditioned on the 1999–2000 NAEP sample instead of using the unconditional selection probability. This was done to minimize the overlap with NAEP. This introduced an element of randomness into the actual sample size selected. See sections IV.D and IV.E for further discussion of this issue.

3. School Sorting

To facilitate the calculation of district weights, it was important that within a stratum all schools belonging to the same district be together. This can be achieved by sorting by district ID first. However, to get additional efficiencies into the sample design, it would be better to sort by other variables before sorting by district ID (see below). To achieve both of these goals, the sort variables' value for ZIP code was recoded to make them the same for every school within a stratum/district. Thus, all schools within a stratum/district had the first three digits of the ZIP code set equal to the ZIP code of the first school in the stratum/district.

After the ZIP code was changed, the schools within a stratum were sorted by the following variables:

1. State;
2. District locale:
 - 1 = large central city
 - 2 = mid-size central city
 - 3 = urban fringe of large central city
 - 4 = urban fringe of mid-size central city
 - 5 = large town
 - 6 = small town
 - 7 = rural;
3. Recoded district ZIP code (the first three digits of the ZIP code of the first school in the stratum/school district);
4. CCD district ID number (a unique 7-digit number assigned to each school district by NCES; digits 1–2 indicate the state, and digits 3–7 are unique within each state);
5. Highest grade in school;

6. School percent minority (obtained by summing the number of Black, Hispanic, API, and AIAN students and dividing by total enrollment):
 - 1 = less than 5.5 percent minority or unknown
 - 2 = 5.5 percent to less than 20.5 percent minority
 - 3 = 20.5 to less than 50.5 percent minority
 - 4 = 50.5 percent or more minority
7. School enrollment; and
8. CCD School ID (a unique 12-digit number assigned to each public school by NCES; digits 1–2 indicate the state, digits 3–7 indicate the LEA within a state, and digits 8–12 are unique within a particular LEA).

The first three sort variables allowed NCES to achieve geographic balance within locale and region within a state. The fifth variable allowed NCES to achieve sample size requirements for middle schools, and the sixth variable allowed some balance with respect to ethnicity.

4. Sample Selection

As explained earlier, all the BIA schools and all the public charter schools were selected for the 1999–2000 SASS sample. There were 197 BIA schools and 1,122 public charter schools. (See section IV.A.1 for the discussion of BIA and public charter school sampling frames.)

Within each stratum, all public schools were systematically selected using a probability proportionate to size algorithm. The measure of size used for the public schools was the square root of the number of teachers in the school as reported on the CCD file. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling operation and included in the sample with certainty. This produced a public school sample of 9,828. Thus, the total 1999–2000 SASS sample for the public, BIA, and public charter schools was 11,139 (9,828 public schools, 189 BIA schools—not counting the 8 public charter schools funded by BIA, and 1,122 public charter schools). These represent the actual sample sizes selected, as opposed to the expected sampled sizes as presented in table 11 above. The difference is attributable to the use of conditional probabilities of selection to achieve minimization of overlap with NAEP and ECLS as described in sections IV.D and IV.E.

B. School Districts

The school district sample represented the set of districts associated with schools. No school districts without associated schools were selected for the 1999–2000 SASS, as had been done in previous rounds of SASS. However, school districts in Delaware, Nevada, and West Virginia were treated differently.

School Districts Outside Delaware, Nevada, and West Virginia. During the initial design development of the SASS, consideration was given to selecting the school districts first and then selecting schools within districts. It was hypothesized that doing this would reduce the reliability of both school and teacher estimates, but might be offset by the improvement in reliability of school district estimates. Simulations done on the reliability of school district estimates when the districts were selected first confirmed the loss in reliability for school and teacher estimates (Wright 1988). The simulations also showed that selecting school first would produce only slightly less accurate district estimates. For these reasons the SASS sample design selected schools first. Hence, the district sample consisted of the set of districts that were associated with the SASS public school sample. This provided the linkage between the district and the school.

School Districts in Delaware, Nevada, and West Virginia. In 1988, a simulation study was done to assess the reliability of SASS school district estimates for each state. The study showed that standard errors from Delaware, Nevada, and West Virginia were very high relative to the district sampling rate (i.e., coefficients of variation of 5 to 20 percent with 90 percent of districts in sample). For the 1993–94 and 1999–2000 SASS, all districts were used to define the sampling strata in these states to reduce the standard errors. Since sampling was done within sampling strata, this guaranteed that all districts were in the district sample. The result has been a standard error of zero for each of these states’ district estimates.

Table 12 provides the number of school districts selected by state.

Table 12. Number of sampled public school districts, by state: 1999–2000

State	Number of districts	State	Number of districts
Total	5,465	Missouri	128
Alabama	91	Montana	149
Alaska	43	Nebraska	120
Arizona	100	Nevada	17
Arkansas	121	New Hampshire	84
California	334	New Jersey	156
Colorado	84	New Mexico	58
Connecticut	95	New York	201
Delaware	19	North Carolina	87
District of Columbia	1	North Dakota	120
Florida	56	Ohio	160
Georgia	98	Oklahoma	233
Hawaii	1	Oregon	90
Idaho	80	Pennsylvania	149
Illinois	164	Rhode Island	35
Indiana	128	South Carolina	62
Iowa	124	South Dakota	128
Kansas	125	Tennessee	87
Kentucky	100	Texas	317
Louisiana	64	Utah	33
Maine	110	Vermont	101
Maryland	23	Virginia	84
Massachusetts	122	Washington	124
Michigan	166	West Virginia	56
Minnesota	132	Wisconsin	148
Mississippi	113	Wyoming	44

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), school district sample file, 1999–2000.

C. Private Schools

1. Sampling Frames

The 1999–2000 SASS used a dual frame approach to select its private school sample. The list frame from PSS was the primary private school frame, and an area frame was used to find schools missing from the list frame, thereby compensating for the incomplete coverage of the list frame.

a. *List Frame*

The base for the private school list frame was the 1997–98 PSS, updated with private school organization and state lists collected by the Census Bureau in the spring of 1999 for updating the 1999–2000 PSS list frame. Twenty-eight private school organizations were asked to supply lists of their schools, and 26 such lists were received. The 50 states and the District of Columbia also provided lists of private schools. All of these lists were compared to the 1997–98 PSS list frame and any school not found on PSS was added to the frame. (This is the usual updating that is done to create a revised PSS list frame every 2 years.) Before sampling, duplicate schools were excluded from the frame. Private schools that did not meet the SASS definition of a school (e.g., provided only prekindergarten, kindergarten, or adult education) were removed. The adapted PSS list frame consisted of 28,124 schools.

b. *Area Frame*

The 1999–2000 SASS private school area frame consisted of the schools from the 1997–98 PSS area frame. (Due to timing constraints, the Census Bureau did not wait for the 1999–2000 PSS area frame schools to be identified.) The United States was divided by the Census Bureau into 2,062 primary sampling units (PSUs), each PSU consisting of a single county, independent city, or a group of contiguous counties. The 1997–98 PSS area frame consisted of a sample of the 2,062 PSUs. The 1997–98 PSS area frame was designed to produce an approximately 50 percent overlap with the previous PSS (1995–96) area frame. Consequently, the area frame consisted of two sets of sample PSUs: 1) a subsample of the 1995–96 PSS area frame sample PSUs (overlap); and 2) a sample of PSUs selected independently of the 1995–96 PSS area sample (nonoverlap).

Eight of the overlap PSUs from the 1995–96 PSS area frame have been included in every PSS area frame. These eight PSUs are known as the “certainty PSUs” and remained in the 1997–98 area frame with certainty. All 58 PSUs that had been in the 1995–96 area sample for the first time and not previously included in the overlap sample were selected again for the 1997–98 PSS, resulting in a total overlap sample of 66 PSUs.

An additional 60 PSUs were selected independently of the overlap sample from the 2,054 noncertainty PSUs. The strata were defined the same way as for the 1995–96 PSS area frame with one exception. Initially, 16 strata were created: region (Northeast, Midwest, South, West), metro/nonmetro status (using 1980 Census data), and high/low percent private enrollment within metro/nonmetro status (above or below the median private school enrollment within each metro/nonmetro status). Beginning with the 1997–98 PSS, the high/low cutoffs were adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to lower the overall standard errors resulting from the sampling of PSUs.

Sample sizes were determined for each metro/nonmetro status within each region, with probability proportional to the square root of the 1998 projected PSU population. Some adjustments were made to the initial allocation so that each sample size was an even number and that sample size was distributed evenly between low and high groups. This was done in order to have an even number of cases in each strata (with a minimum of two) for pairing purposes for calculating the PSS variances.

Since six of the PSUs selected were already in the overlap sample, the total number of distinct PSUs in the 1997–98 PSS area sample was 120. Their weights were adjusted to reflect this duplication.

To build the area frame, within each of the 120 PSUs, the Census Bureau attempted to find all eligible private schools. Regional office field staff did not attempt a block-by-block listing of all private schools in a sample of PSUs. Rather, field staff created the frame by using such sources as yellow pages, local Catholic dioceses, religious institutions, local school districts, and local government offices. Once the area search lists of schools were constructed, they were matched with the PSS list frame school universe. Schools not found on the list frame were considered part of the area frame.

c. Combined Private School Frame

In each round of SASS the intended sample includes all area frame schools in the noncertainty PSUs, and a fixed number of the list frame schools (including the area frame schools in the certainty PSUs). In 1999–2000, the intended number of list frame schools was increased from 3,200 to 3,420. The actual sample in both 1993–94 and 1999–2000 contained fewer schools than the intended sample. In 1993–94 this was due to the minimization of the overlap of the 1993–94 and 1990–91 private school samples for six groups with low response rates in the 1990–91 SASS, and extra unduplication being performed after the sample was drawn. In 1999–2000, it was due to the minimization of the overlap of the 1999–2000 SASS and the 2000 NAEP private school samples. The actual SASS private school sample size in 1993–94 was 3,315: 3,162 schools from the list frame and 153 schools from the area frame. In 1999–2000, the actual private school sample increased by 243 schools to 3,558 schools: 3,418 schools from the list frame and 140 schools from the area frame.

2. Allocation

The goals for the 1999–2000 SASS private school allocation for the most part remained the same as the 1993–94 goals:

- Produce detailed private school estimates for each affiliation (19 in 1993–94, 20 in 1999–2000—see below).
- Produce national private sector estimates.
- Produce national private sector school-level estimates.
- Produce estimates for national public versus private sector comparisons.

The 1999–2000 goals included one slight modification from the 1993–94 SASS goals. One additional private school association was added in 1999–2000 as a stratum, the American Association of Christian Schools.

a. Private School Strata

For *list frame private schools*, the frame was partitioned into an initial set of 240 cells. These cells were defined using the 1997–98 PSS data. For any variables with missing values, the data were imputed. The first level of stratification was school affiliation, which was built off of both affiliation and association membership. The school

affiliation strata were created in the order listed below, and a school was assigned to the first stratum in which it fell. These are the 20 affiliations:

1. Military—membership in the Association of American Military Colleges and Schools;
2. Catholic—affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
3. Friends—affiliation as Friends or membership in the Friends Council on Education;
4. Episcopal—affiliation as Episcopal or membership in the National Association of Episcopal Schools association;
5. Hebrew Day—membership in the National Society for Hebrew Day Schools association;
6. Solomon Schechter—membership in the Solomon Schechter Day Schools;
7. Other Jewish—other Jewish affiliation;
8. Lutheran Church, Missouri Synod—affiliation as the Lutheran Church, Missouri Synod;
9. Lutheran Church, Wisconsin Synod—affiliation as the Lutheran Church, Wisconsin Synod;
10. Evangelical Lutheran—affiliation as Evangelical Lutheran Church in America or membership in the Association of Evangelical Lutheran Churches school association;
11. Other Lutheran—affiliation as other Lutheran;
12. Seventh-Day Adventist—affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;
13. Christian Schools International—membership in Christian Schools International;
14. American Association of Christian Schools—membership in the American Association of Christian Schools;
15. Association of Christian Schools International—membership in the Association of Christian Schools International;
16. National Association of Private Schools for Exceptional Children—membership in the National Association of Private Schools for Exceptional Children;
17. Montessori—membership in the American Montessori Society or other Montessori associations;
18. National Association of Independent Schools—membership in the National Association of Independent Schools;
19. National Independent Private School Association—membership in the National Independent Private School Association;
20. All else—not in any of groups above.

Within each affiliation stratum, schools were stratified by school level (elementary, secondary, and combined schools), using the same definitions as used for public schools:

- Elementary = Lowest grade ≤ 6 and highest grade ≤ 8
Secondary = Lowest grade ≥ 7 and highest grade ≤ 12
Combined = Lowest grade ≤ 6 and highest grade > 8
-

Nonregular schools, which include special education, vocational, technical, adult education (if part of an in-scope school) or alternative/continuation grades, were classified as combined schools.

Within affiliation/school level, schools were stratified by four Census regions.

Northeast	=	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont
Midwest	=	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.
South	=	Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia
West	=	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming

All *area frame private schools* were selected for the sample, so no stratification was needed.

b. Private School Allocation Methodology for the List Frame Sample

The allocation procedure used for the 1999–2000 SASS was almost the same as that used for the 1993–1994 SASS. The file was stratified by affiliation/school level/region. A minimum of 100 schools was allocated to each affiliation. If the affiliation had less than 100 schools, all were selected. The remaining sample was allocated proportional to the number of schools in the stratum.

(In addition to the list frame, an area search frame was produced to correct for coverage deficiencies in the list frame—see section IV.C.2.c.)

The private school sample size selected from the list frame was intended to be 3,420 schools. The list frame represents 25,825 of the 27,585 total private schools (i.e., 94 percent of the total private school frame).

Note: In the 1997–98 PSS area frame, 116 schools were found within counties that had been selected with certainty. Upon recommendation from NCES, these schools were included as part of the list frame before sampling. Twelve of these schools were selected for the 1999–2000 SASS.

Table 13 provides the allocation for the list frame. The table includes allocations for the affiliation/school level/region strata and total allocations. Table 14 shows school levels by affiliation, as well as totals for each stratum. Table 15 gives the percentage of list frame schools selected for the sample by affiliation, school level, and region.

Table 13. Allocated private school list frame stratum sample size, by region, school level, and affiliation: 1999–2000

Affiliation	Northeast				Midwest			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	907	396	175	336	818	486	153	179
Catholic	289	181	95	13	312	207	94	11
Friends	46	22	3	21	7	4	2	1
Episcopal	13	4	6	3	5	2	1	2
Hebrew Day	76	36	11	29	11	4	2	5
Solomon Schechter	35	30	2	3	6	6	0	0
Other Jewish	64	23	11	30	10	6	2	2
Lutheran Church, Missouri Synod	8	5	1	2	58	48	8	2
Lutheran Church, Wisconsin Synod	1	1	0	0	84	65	17	2
Evangelical Lutheran	19	16	0	3	22	17	1	4
Other Lutheran	2	1	1	0	39	28	2	9
Seventh Day Adventist	9	5	2	2	21	14	2	5
Christian Schools International	9	5	1	3	43	26	9	8
American Association of Christian Schools	11	2	0	9	19	2	1	16
Association of Christian Schools International	26	8	2	16	50	13	2	35
National Association of Private Schools for Exceptional Children	58	2	1	55	11	2	1	8
Military	4	0	1	3	4	1	1	2
Montessori	19	13	1	5	19	15	0	4
National Association of Independent Schools	97	8	26	63	25	2	4	19
National Independent Private School Association	13	5	2	6	4	2	0	2
All else	108	29	9	70	68	22	4	42

Affiliation	South				West			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	1,027	378	121	528	668	325	112	231
Catholic	203	116	70	17	129	69	53	7
Friends	14	4	0	10	11	5	2	4
Episcopal	70	28	7	35	16	7	2	7
Hebrew Day	10	4	2	4	7	3	2	2
Solomon Schechter	11	10	0	1	6	6	0	0
Other Jewish	15	8	2	5	13	7	4	2
Lutheran Church, Missouri Synod	19	15	2	2	21	16	3	2
Lutheran Church, Wisconsin Synod	5	4	0	1	11	8	2	1
Evangelical Lutheran	22	19	0	3	37	30	0	7
Other Lutheran	6	3	0	3	16	15	0	1
Seventh Day Adventist	40	23	4	13	32	11	5	16
Christian Schools International	24	7	2	15	25	8	6	11
American Association of Christian Schools	64	9	2	53	8	2	1	5
Association of Christian Schools International	105	27	3	75	75	32	9	34
National Association of Private Schools for Exceptional Children	27	2	1	24	9	2	0	7
Military	10	1	4	5	1	0	0	1
Montessori	37	27	1	9	25	19	1	5
National Association of Independent Schools	75	8	7	60	42	7	10	25
National Independent Private School Association	34	8	4	22	51	36	1	14
All else	236	55	10	171	133	42	11	80

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), private school sample file, 1999–2000.

Table 14. Allocated private school sample list frame sample size, by school level and affiliation: 1999–2000

Affiliation	Total	Elementary	Secondary	Combined
Total	3,420	1,585	561	1,274
Catholic	933	573	312	48
Friends	78	35	7	36
Episcopal	104	41	16	47
National Hebrew Day	104	47	17	40
Solomon Schechter	58	52	2	4
Other Jewish	102	44	19	39
Lutheran Church, Missouri Synod	106	84	14	8
Lutheran Church, Wisconsin Synod	101	78	19	4
Evangelical Lutheran	100	82	1	17
Other Lutheran	63	47	3	13
Seventh Day Adventist	102	53	13	36
Christian Schools International	101	46	18	37
American Association of Christian Schools	102	15	4	83
Association of Christian Schools International	256	80	16	160
National Association of Private Schools for Exceptional Children	105	8	3	94
Military	19	2	6	11
Montessori	100	74	3	23
National Association of Independent Schools	239	25	47	167
National Independent Private School Association	102	51	7	44
All else	545	148	34	363

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), private school sample file, 1999–2000.

Table 15. Proportion of private school list frame selected in sample, by affiliation, school level, and region: 1999–2000

Characteristic	Sample size	Percentage of frame in sample
Affiliation		
Total	3,420	12.1
Catholic	933	11.4
Friends	78	100.0
Episcopal	104	30.6
National Hebrew Day	104	43.2
Solomon Schechter	58	100.0
Other Jewish	102	22.5
Lutheran Church, Missouri Synod	106	9.9
Lutheran Church, Wisconsin Synod	101	26.7
Evangelical Lutheran	100	80.0
Other Lutheran	63	100.0
Seventh Day Adventist	102	10.2
Christian Schools International	101	27.2
American Association of Christian Schools	102	9.7
Association of Christian Schools International	256	8.7
National Association of Private Schools for Exceptional Children	105	38.6
Military	19	100.0
Montessori	100	11.3
National Association of Independent Schools	239	34.3
National Independent Private School Association	102	78.5
All else	545	5.6
School level		
Total	3,420	12.1
Combined	1,274	12.6
Elementary	1,585	10.0
Secondary	561	25.5
Region		
Total	3,420	12.1
Northeast	907	13.8
Midwest	818	11.6
South	1,027	12.3
West	668	10.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), private school sample file, 1999–2000.

c. Private School Allocation Methodology for the Area Frame Sample

The area frame was designed to represent the private schools missing from the list frame. The area frame consisted of only the schools found in the 1997–98 PSS frame operation that were in PSUs not selected with certainty and that were not added as a part of the 1999–2000 PSS list frame updating operation. There were 140 of these schools. All 140 were included in sample for SASS. The area frame represents 1,760 of the 27,585 total private schools (i.e., 6 percent of the total private school frame).

d. List and Area Frame School Allocation

Table 16 presents the private school allocation for private schools broken down by school level.

Table 16. Sample allocation for private schools, by school level: 1999–2000

Private school frame	Total	Elementary	Secondary	Combined
Private school total	3,560	1,644	564	1,352
List frame schools	3,420	1,585	561	1,274
Area frame schools	140	59	3	78

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), private school sample file, 1999–2000.

3. School Sorting

Within each stratum for private schools on the list frame, sorting took place on the following variables:

1. State (51—one for each state and the District of Columbia);
2. Highest grade in the school;
3. Locale
 - 1 = large central city
 - 2 = mid-size central city
 - 3 = urban fringe of large city
 - 4 = urban fringe of mid-size city
 - 5 = large town
 - 6 = small town
 - 7 = rural;
4. ZIP code;
5. 1997–98 PSS enrollment; and
6. PIN (a unique number assigned to each private school on PSS).

4. Sample Selection

Within each stratum, private schools in the list frame were sampled systematically using a probability proportionate to size algorithm. The measure of size used was the square root of the 1997–98 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

The 1999–2000 SASS private school sample also included some schools that were in the NAEP Private School sample and in ECLS-K. NCES requested that the Census Bureau minimize the overlap with the NAEP and ECLS-K private school samples. It was assumed that NAEP and ECLS-K samples were selected independently of one another. Based on this assumption, the Census Bureau computed a joint probability of selection that the school was either in NAEP or ECLS-K or both, and minimized the overlap while maintaining the SASS selection probabilities described in this document. For additional information on the minimization of overlap with the NAEP and ECLS-K samples, see section IV.D.

D. Minimizing Overlap with NAEP and ECLS

One of the goals for the 1999–2000 SASS was to minimize the amount of sample overlapping with NAEP and ECLS. (There was no attempt to control the overlap with the previous SASS as had been done in the past.)

The original 1999–2000 SASS selection probabilities were adjusted so that the expected number of overlap schools between SASS, NAEP, and ECLS was minimized without changing a school’s overall selection probability for SASS. To do this required knowledge of the 1999–2000 SASS, NAEP, and ECLS selection probabilities for all schools in the frame. The 1999–2000 SASS school sample selection was thus dependent on NAEP or ECLS.

Since the overall probability of selection was the original 1999–2000 selection probability, the basic weights are the reciprocal of the original 1999–2000 SASS school selection probability. The details of this process are described below: the required terminology and sets of schools are defined first, then the conditional selection probabilities. Selecting the 1999–2000 SASS sample with these conditional probabilities maintains the original 1999–2000 SASS school selection probabilities, while controlling the expected overlap.

1. Terminology

EN: the ECLS or NAEP sample, the samples were first combined and joint probabilities calculated.

S_2 : 1999–2000 SASS sample

i : school

$P_{hi}(EN)$: probability of selecting school i from stratum h in NAEP or ECLS.

$P_{hi}(S_2)$: probability of selecting school i from stratum h in the 1999–2000 SASS.

$P_{hi}(S_2 | EN)$: probability of selecting school i from stratum h in the 1999–2000 SASS given that this school was selected for either NAEP or ECLS.

$P_{hi}(NEN)$: probability of not selecting school i from stratum h in either NAEP or ECLS.

$P_{hi}(S_2 | NEN)$: probability of selecting school i from stratum h in the 1999–2000 SASS given that this school was not selected for either NAEP or ECLS.

2. Conditional Selection Probabilities

Since the goal was to minimize the overlap with NAEP and ECLS, conditional probabilities of selection for 1999–2000 could be defined quite simply according to the following formula:

$$P_{hi}(S_2 | EN) = 0 \quad \text{if} \quad P_{hi}(EN) + P_{hi}(S_2) \leq 1$$

$$P_{hi}(S_2 | EN) = \frac{P_{hi}(EN) + P_{hi}(S_2) - 1}{P_{hi}(EN)}, \quad \text{if} \quad P_{hi}(EN) + P_{hi}(S_2) > 1$$

$$P_{hi}(S_2 | NEN) = \frac{P_{hi}(S_2)}{1 - P_{hi}(EN)}, \quad \text{if} \quad P_{hi}(EN) + P_{hi}(S_2) \leq 1$$

$$P_{hi}(S_2 | NEN) = 1 \quad \text{if} \quad P_{hi}(EN) + P_{hi}(S_2) > 1$$

It can be verified that these conditional selection probabilities preserved the original 1999–2000 SASS selection probabilities, $P_{hi}(S_2)$, while minimizing the expected overlap between 1999–2000 SASS schools and ECLS and NAEP.

E. SASS/NAEP Overlap Sample Design

As part of the 1999–2000 SASS data collection effort, 800 schools were selected from the NAEP state design: 400 schools each were selected from the 4th grade and 8th grade NAEP samples. Schools were stratified by grade, census region, and locale. Within each stratum, schools were sorted by NAEP region, school district, and enrollment. Schools were selected systematically with probability proportional to size, where size was the NAEP state sample basic weight times the SASS measure of size. Note: The samples for 4th and 8th grade were drawn independently, so some schools were selected twice.

The sample schools were subjected to the same data collection procedures as all other SASS sample schools. Schools interviewed by both SASS and NAEP were weighted to represent all public schools with 4th or 8th grade in states participating in the state NAEP. Administrators and teachers associated with these sample schools were also weighted to represent administrators and teachers from these same schools.

F. Public, Private, and BIA School Library Media Centers

The original school library media center sample included all public, private, and BIA schools in the SASS school sample. There were no public charter schools in the library media center sample.

Note: After data collection began, libraries were subsampled due to resource constraints. Sample cases that had not responded by a certain date were systematically subsampled from the original sample. Libraries subsampled out were not subjected to nonresponse follow-up procedures and were not considered part of the sample. Libraries selected as part of the subsampling operation had their weights adjusted accordingly. If, however, the libraries subjected to subsampling returned a questionnaire by mail at a later date, they were excluded from the subsampling process and no additional weighting factor was applied. There were 949 libraries that ended up being dropped from the sample through this procedure.

G. Public, Private, BIA, and Public Charter School Teachers

The public, private, BIA, and public charter school teacher samples are described together because they were selected using identical methodology. The only differences were in the average number of teachers selected within a school.

1. Sampling Frame

Selecting the teacher sample in public, private, public charter, and BIA schools involved first asking the sampled schools to complete the Teacher Listing Form (TLF), which requested the following information for each teacher:

- *Grade range taught*—mostly students in grades K–6 or mostly students in grades 7–12;
- *Subject matter taught*—special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other;

- *Teaching status*—Full- or part-time;⁶
- *Race/ethnicity*—White (non-Hispanic), Black (non-Hispanic), Hispanic, Asian or Pacific Islander, or American Indian or Alaska Native;
- *New/experienced*—(Teachers in their first, second, or third year of teaching are classified as new teachers); and
- *Whether taught classes designed for students with limited English proficiency*—Teachers who used native languages to instruct students with limited English proficiency; or teachers who provided students with limited English proficiency with intensive instruction in English.

The above information for each teacher in a selected SASS school comprised the school teacher frame.

A weighted 8 percent of public schools, 13 percent of private schools, 2 percent of BIA schools, and 9 percent of public charter schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

2. Allocation

a. *Teacher Strata*

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

- Asian or Pacific Islander (API);
- American Indian or Alaska Native (AIAN);
- Taught classes designed for students with limited English proficiency;
- New; and
- Experienced.

b. *Within-School Teacher Allocation*

The public, BIA, public charter, and private teacher samples were allocated among the five strata listed above. The total teacher allocation was approximately 72,000. The approximate allocation was 1,600 API teachers, 1,600 AIAN teachers, and 2,100 teachers of classes designed for students with limited English proficiency. Approximately 100 teachers from each of these three strata were allocated to public charter schools in order to achieve a minimum reliability. The remaining 66,700 sample teachers were allocated among new and experienced teachers. Approximately 3,700 of these remaining teachers were to be selected from public charter schools so as to achieve an average sample teacher cluster size approximating that of private schools. Teachers from BIA schools were included with public school teachers for allocation purposes. If a teacher belonged to more than one stratum, for example API and new, the teacher was categorized into the first stratum to which he or she belonged. In this example, that would be API.

Before teachers were allocated to the new/experienced strata, schools were first allocated an overall number of teachers to be selected. This overall teacher sample size

⁶ The teaching status variable was used in the imputation process.

was determined so as to equalize the teacher weights within school strata (state/school level for the public sector and affiliation/school level/region for the private sector).

For private schools, new teachers were oversampled to ensure that there would be enough new teachers in both the 1999–2000 SASS and the 2000–01 TFS.⁷ Oversampling was not required for new teachers in public schools due to the large number of sample schools with new teachers. Therefore, teachers were allocated to the new and experienced categories proportional to their numbers in the school.

The average expected number of new and experienced teachers selected within each public and private school by school level is provided in table 17.

Table 17. Average expected number of new and experienced teachers selected per school, by school level and school type: 1999–2000

School type	School level		
	Elementary	Secondary	Combined
Public, public charter, and BIA schools	3.65	7.31	5.48
Private schools	3.60	4.50	2.70

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Given the numbers in table 17, the new/experienced teacher sample size was chosen to equalize the teacher weights within a school stratum. Since the school sample was selected proportional to the square root of the number of teachers in the school, an equally weighted teacher sample within a school stratum was obtained by selecting t_i new or experienced teachers in school i , as below:

$$t_i = W_i * T_i / (C/Y)$$

- where
- W_i is the school weight for school i (the inverse of the school selection probability);
 - T_i is the number of new and experienced teachers in school i , as reported on the TLF;
 - C is the average number of teachers selected per school (see table 17); and
 - Y is the simple average of the school’s weighted measure of size over all schools in the school stratum. The measure of size for public certainty schools was the square root of the 1997–98 CCD number of teachers in the school. For BIA and public charter schools not from CCD, the number of teachers was imputed. The measure of size for private certainty schools was the square root of the 1997–1998 PSS number of teachers in the school. For noncertainty schools, the weighted measure

⁷ For more information about TFS, see Whitener, S., Gruber, K., Lynch, H., Tingos, K., Persona, M., and Fondelier, S. (1997), *Characteristics of Stayers, Movers and Leavers: Results from the Teacher Followup Survey: 1994–95* (NCES 97-450). Also see Whitener, S.D., Gruber, K.J., Rohr, C., and Fondelier, S. (1998), *1994–95 Teacher Followup Survey Data File User’s Manual, Public Use Version* (NCES 98-232).

of size equals the school sampling interval times the square root of the number of teachers in the school.

The maximum number of new/experienced teachers per school was set at twice the average number of teachers selected per school from table 17. At least one teacher was selected in each school.

Given the allocation of teachers, t_i , teachers were allocated to the new/experienced strata, t_{ni} and t_{ei} , respectively, in the following manner.

$$t_{ni} = (A * T_{ni} * t_i) / (T_{ei} + A * T_{ni}), \text{ and}$$

$$t_{ei} = (T_{ei} * t_i) / (T_{ei} + A * T_{ni})$$

where A is the oversampling factor for new teachers ($A = 1.0$ for public, BIA, and public charter school teachers and $A = 1.5$ for private school teachers);

The values for A were determined based on the new teacher sample sizes needed to meet minimum reliability requirements;

T_{ni} is the number of new teachers in school i ; and

T_{ei} is the number of experienced teachers in school i ;

The API teachers, AIAN teachers, and teachers who taught classes designed for students with limited English proficiency were allocated in the following manner:

$$t_{pi} = (W_i * T_{pi}) / R$$

$$t_{ai} = (W_i * T_{ai}) / H$$

$$t_{bi} = (W_i * T_{bi}) / Q$$

where T_{pi} is the number of API teachers in school i ;

T_{ai} is the number of AIAN teachers in school i ;

T_{bi} is the number of teachers who taught classes designed for students with limited English proficiency in school i ;

R is the national sampling interval to ensure that at least 1,600 API teachers are selected nationwide (see table 18);

H is the national sampling interval to ensure that at least 1,600 AIAN teachers are selected nationwide (see table 18); and

Q is the national sampling interval to ensure that at least 2,100 teachers who taught classes designed for students with limited English proficiency are selected nationwide (see table 18).

Teachers were selected in four waves in order to prevent the straggling TLFs from delaying the whole teacher sampling process.

Table 18. Values of R , H , and Q , by school type and wave of sample selection: 1999–2000

Factor	School type	Wave 1	Wave 2	Wave 3	Wave 4
R	Public charter schools	2.49	1.86	3.45	2.88
	All other schools	18.18	19.82	7.12	12.45
H	Public charter schools	2.01	1.38	0 ¹	1.77
	All other schools	5.49	6.15	2.24	3.12
Q	Public charter schools	12.31	5.93	12.76	1.21
	All other schools	59.36	52.75	36.94	66.19

¹ No public charter school teachers were American Indian in Wave 3.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

To make sure a school was not overburdened, the maximum number of teachers per school was set at 20. When the number of sample teachers exceeded 20 in a school, the API teachers, AIAN teachers, and teachers who taught classes designed for students with limited English proficiency were proportionally reduced to meet the maximum requirement.

Note: The number of teachers actually selected are provided in section IV.G.4, Teacher Selection. The designated number of teachers may differ from the actual number selected for the following reasons:

- 1) The sampling rates of AIAN teachers, API teachers, and teachers who taught classes designed for students with limited English proficiency were approximations, so the exact sample sizes were also approximations.
- 2) The within school teacher allocations were determined using school teacher estimates from the sampling frame. To the extent that the actual teacher counts differed from the estimates, the actual number selected might be higher or lower than expected.

3. Teacher Sorting

The TLF *subject matter taught* variable was used as a sorting variable in the teacher selection process. The school level file that included the number of teachers at the school for the five teacher strata was sorted by school type (public, private, public charter), school strata (i.e., state by school level for public, affiliation by region by school level for private), school order of selection, and school control number.

4. Teacher Selection

Within each school and teacher stratum, teachers were selected systematically with equal probability. Sample teachers were selected from each stratum across schools using the teacher sampling interval and a random start.

To reduce the variance of teacher estimates, one goal of the teacher selection was to make the teacher sample self-weighting (i.e., all teachers within a school stratum had the same

probability of selection). The goal was generally met within teacher stratum within school stratum. However, since the school sample size of teachers was altered due to the minimum constraint (i.e., at least 1 teacher/school) or maximum constraint (i.e., no more than either twice the average stratum allocation or 20 teachers/school), the goal of achieving self-weighting for teachers was not achieved in some schools.

The Q, R, and H factors (i.e., sampling intervals described in section IV.G.2) were estimated conservatively so that there would be more than the designated number of API teachers, AIAN teachers, and teachers who taught classes designed for students with limited English proficiency in sample. After sampling was completed, certain teachers from each of these teacher strata were eliminated from schools with more than 20 teachers per school. The teachers were eliminated at different rates among these strata.

Among the 73,265 teachers designated for selection (approximately 67,614 new and experienced; 1,681 API; 1,757 AIAN; and 2,213 teachers who taught classes designed for students with limited English proficiency), 72,058 were actually selected (approximately 10,763 new and 55,816 experienced; 1,666 API; 1,599 AIAN; and 2,214 teachers who taught classes designed for students with limited English proficiency). Table 19 shows the number of selected teachers in SASS sample by teacher type and sector. This slightly lower total sample size of 72,055 teachers was due to the fact that in allocating the sample, the average of the school's weighted measure of size over all schools in the school stratum, was based on universe files of teacher counts from 2 years prior (CCD for public, PSS for private) instead of reported teacher counts from the school just prior to data collection. Also, the response rate for the completed TLFs was somewhat lower than expected, lowering the number of schools from which to select sample teachers. This caused the overall average number of teachers per school to be slightly different than the target numbers in table 17.

Table 19. Number of selected teachers in sample, by teacher type and school type: 1999–2000

Teacher type¹	Total	Public and BIA²	Private	Public charter
Total	72,058	56,860	10,760	4,438
Asian or Pacific Islander	1,666	1,216	346	104
American Indian or Alaska Native	1,599	1,420	81	98
Taught classes designed for students with limited English proficiency	2,214	2,040	61	113
New	10,763	7,012	2,426	1,325
Experienced	55,816	45,172	7,846	2,798

¹ If a teacher belonged to more than one stratum, the teacher was categorized into the first stratum to which he or she belonged.

² The 506 BIA teachers were combined with public school teachers because the numbers for some categories of BIA teachers are too small to publish.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Note: Due to resource constraints, teachers were subsequently subsampled during nonresponse follow-up. Teachers not in the subsample were not subjected to nonresponse follow-up procedures. Teachers selected as part of the subsampling had their weights adjusted accordingly. If, however, the teachers subjected to subsampling returned a questionnaire by mail at a later date, they were excluded from the subsampling process and no additional weighting factor was applied. Weights were adjusted to account for the 2,787 teachers who ended up being dropped from the sample through this procedure.

V. Data Collection

A. Time Frame of the Survey

The 1999–2000 SASS data were collected during the 1999–2000 school year. Table 20 summarizes the specific data collection activities and the time frame within which each occurred.

Table 20. Data collection time schedule: 1999–2000

Activity	Month and year
Introductory letters mailed to LEAs, and introductory letters and TLFs mailed to public, private, BIA, and public charter schools	Aug. 1999
Census staff at the Jeffersonville Telephone Center called LEAs for contact person information for the School District Questionnaire (SASS-1A)	Sept. 1999
Initial mailing of reminder postcards to all schools for the TLF	Sept. 1999
Second mailing of TLF to schools	Sept. 1999
Initial mailing of <ul style="list-style-type: none"> • School District Questionnaires (SASS-1A), accompanied by an NCES brochure; • School Principal Questionnaires (SASS-2A, -2B, -2C, and -2D); • School Library Media Center Questionnaires (LS-1A, -1B, and -1C); and • School Questionnaires (SASS-3A, -3B, -3C, and -3D), accompanied by an NCES brochure 	Sept.–Oct. 1999
Initial mailing of reminder postcards to LEAs and to all schools for the School Principal, School, and School Library Media Center Questionnaires	Sept.–Oct. 1999
Telephone follow-up of TLF nonresponse schools	Sept.–Dec. 1999
Second mailing of School District, School Principal, School Library Media Center, and School Questionnaires	Oct.–Dec. 1999
Second mailing of reminder postcard to LEAs that were mailed a second School District Questionnaire	Nov. 1999
Census map and thank you letter sent to all schools (in lieu of a second reminder postcard)	Dec. 1999
Initial mailing (mailed in four waves) of School Teacher Questionnaires (SASS-4A, -4B, -4C, and -4D), accompanied by an NCES booklet on teachers and a voucher/order card for a teacher kit	Dec. 1999–Mar. 2000
Reminder postcards mailed to all teachers	Dec. 1999–Mar. 2000
Second mailing (waves 1–3) of Teacher Questionnaires	Feb.–Mar. 2000
Second mailing of reminder postcards to all wave 1 teachers for the School Teacher Questionnaire	Feb. 2000
Telephone follow-up of mail questionnaire nonrespondents (telephone calls to the Library Media Centers were reminder calls—not data collection)	Oct. 1999–June 2000
Field follow-up for cases without telephones	Oct. 1999–April 2000
Field follow-up for telephone nonresponse cases	Jan.–June 2000

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

B. Data Collection Procedures

Table 21 shows the original number of sample cases receiving each questionnaire type, and the number that were complete interviews, noninterviews, or out-of-scope.⁸ For complete interviews, the table shows the number and percent completed by mailout (first or second), computer-assisted telephone follow-up (CATI), field staff, or computerized self-administered questionnaire (CSAQ). The CSAQ option was offered only to library respondents.

Table 21. Response by mode of data collection, by questionnaire: 1999–2000

Questionnaire	Number in sample	Total non-interviews	Total out-of-scope	Completed interviews										
				Total	First mailout		Second mailout		CATI		Field staff		CSAQ	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
District	5,734	729	81	4,924	2,974	60.4	1,385	28.1	565	11.5	0	0.0	†	†
Principal														
All	15,466	1,502	1,023	12,941	7,616	58.9	2,164	16.7	2,294	17.7	867	6.7	†	†
Public	10,662	946	511	9,205	5,420	58.9	1,564	17.0	1,672	18.2	549	6.0	†	†
Private	3,558	451	373	2,734	1,689	61.8	390	14.3	450	16.5	205	7.5	†	†
Indian	124	8	5	111	64	57.7	23	20.7	17	15.3	7	6.3	†	†
Public Charter	1,122	97	134	891	443	49.7	187	21.0	155	17.4	106	11.9	†	†
School														
All	15,466	1,938	822	12,706	6,058	47.7	2,022	15.9	2,975	23.4	1,651	13.0	†	†
Public	10,662	1,172	381	9,109	4,307	47.3	1,497	16.4	2,433	26.7	872	9.6	†	†
Private	3,558	622	325	2,611	1,357	52.0	331	12.7	372	14.3	551	21.1	†	†
Indian	124	4	4	116	43	37.1	24	20.7	0	0.0	49	42.2	†	†
Public Charter	1,122	140	112	870	351	40.3	170	19.5	170	19.5	179	20.6	†	†
Teacher														
All	75,501	13,520	6,950	55,031	35,830	65.1	10,288	18.7	7,369	13.4	1,544	2.8	†	†
Public	59,797	10,307	4,777	44,713	29,520	66.0	8,457	18.9	6,334	14.2	402	0.9	†	†
Private	10,760	2,374	1,288	7,098	4,352	61.3	1,361	19.2	722	10.2	663	9.3	†	†
Indian	506	69	64	373	218	58.5	47	12.6	27	7.2	81	21.7	†	†
Public Charter	4,438	770	821	2,847	1,740	61.1	423	14.9	286	10.1	398	14.0	†	†
Library														
All	13,575	1,542	2,128	9,905	5,246	53.0	1,763	17.8	†	†	1,216	12.3	1,680	16.9
Public	9,893	1,143	1,035	7,715	4,045	52.4	1,379	17.9	†	†	888	11.5	1,403	18.2
Private	3,558	394	1,078	2,086	1,121	53.7	376	18.0	†	†	312	15.0	277	13.2
Indian	124	5	15	104	80	76.9	8	7.7	†	†	16	15.4	†	†

† = Not applicable.

NOTE: These numbers include the NAEP/SASS overlap cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

⁸ For public and private teacher and library questionnaires, some cases were subsampled for follow-up, so these unweighted numbers of completes, noninterviews, and out-of-scopes sum to less than the number in the sample.

1. Local Education Agencies (LEAs) and the School District Questionnaire (SASS-1A)*a. Advance Letter and LEA Contact Operation*

In August 1999, a letter was mailed to each sample LEA; the letter described SASS and requested the LEA's cooperation. This letter also informed LEA personnel that a Census field representative would call during September to obtain the name of a contact person (the person to whom the School District questionnaire—SASS-1A—should be addressed). Staff then telephoned the LEAs and obtained the contact names.

b. Questionnaire Mailings and Reminder Postcards

The first mailout of the School District Questionnaires (SASS-1A) to the sample LEAs was 2 weeks after the LEA contact person telephone calls were completed. The questionnaires were addressed to the contact person whose name had been provided in September or, if no name had been provided, to "Superintendent." The package included the brochure, *Snapshots of Public Schools*. The eligible respondent for the School District Questionnaire included any knowledgeable LEA employee (for some LEAs, the data were provided by several staff members).

Reminder postcards were mailed 1 week after the initial mailout. After 6 weeks, a second copy of the questionnaire was mailed to each LEA for which the original form had not been returned. A second reminder postcard was mailed to nonresponding LEAs 1 week after the second mailout of the School District Questionnaire.

c. Nonresponse Follow-up

The mailout phase was completed at the end of December. CATI nonresponse follow-up began in January 2000 and was completed in the beginning of March. Field follow-up of 34 large LEAs began in January while CATI was in progress. Following CATI completion, approximately 400 more LEAs (CATI nonrespondents) were assigned to field representatives. Field follow-up was completed in June.

Table 22. Summary of nonresponse follow-up activities by field division regional offices and field representatives, by questionnaire: October 1, 1999–December 31, 2000

Questionnaire	Approximate time period		Estimated number of cases	Estimated time per case (hrs) ¹
	Begin	End		
Teacher Listing Form (SASS-16)				
Schools with no published phone number	10/4/1999	12/8/1999	275	
Unresolved cases from telephone center	10/18/1999	12/8/1999	500	
School District (SASS-1A)				
Large nonrespondent LEAs	1/5/2000	3/3/2000	100	2.0
Other unresolved cases from telephone center	1/24/2000	3/3/2000	175	
School Principal (SASS-2A, -2B, -2C, -2D)				
Schools with no published phone number	11/3/1999	12/22/1999	275	0.5
Unresolved cases from telephone center	1/10/2000	3/3/2000	225	
Public School (SASS-3A)				
Schools with no published phone number	11/29/1999	12/22/1999	40	1.5
Unresolved cases from telephone center	2/14/2000	3/31/2000	500	
Private School (SASS-3B)				
Schools with no published phone number	1/5/2000	4/28/2000	175	2.0
Unresolved cases from telephone center	3/6/2000	4/28/2000	175	
Indian School (SASS-3C)				
Schools with no published phone number	1/5/2000	3/3/2000	2	2.0
Unresolved cases from telephone center	3/6/2000	4/28/2000	14	
Public Charter School (SASS-3D)				
Schools with no published phone number	1/5/2000	3/3/2000	60	2.0
Unresolved cases from telephone center	3/6/2000	4/28/2000	55	
School Teacher (SASS-4A, -4B, -4C, -4D)				
Schools with no published phone number	1/18/2000	3/10/2000	1,000	1.5
Unresolved cases from telephone center	3/13/2000	6/26/2000	3,200	

¹ In addition to this estimated time for data collection by field representatives, allow about 15 minutes per case for office edit by Regional Office staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

2. Teacher Listing Form (SASS-16)

a. Advance Letter and Initial Questionnaire Mailing

In August 1999, introductory letters were sent to the sample schools. A Teacher Listing Form (TLF) was enclosed with each letter and the principal (or other school staff) was asked to list all the teachers in the school on the TLF. The TLF mailing included information on the purpose of SASS, a brief history of SASS, instructions about which school staff to include, and a toll-free number to call for assistance. In addition, administrators were informed that selected teachers would receive a School Teacher Questionnaire and their school would also receive a School Principal Questionnaire, School Questionnaire, and possibly a School Library Media Center Questionnaire.⁹ A postage-paid return envelope addressed to the Census Bureau’s National Processing Center (NPC) was enclosed.

⁹ Charter schools did not receive a School Library Media Center Questionnaire. A subset of those questions was included in the Charter School Questionnaire.

b. Reminder Postcard and Second Questionnaire Mailing

Three weeks after the TLFs were mailed, a reminder postcard was mailed to each school. One week after the postcard, a second copy of the TLF was mailed to each school that had not returned the first TLF.

c. Nonresponse Follow-up

Telephone follow-up of the TLF nonresponse schools began 1 week after the second mailout of the questionnaire via paper and pencil interview (PAPI) and was completed in mid-December. Following PAPI, cases were assigned to field staff. These cases included cases that were classified as refusals but who returned another SASS form, requests for a personal visit, cases previously sent to field representatives with inconclusive outcomes, and telephone center noninterviews. Field follow-up was completed in late January.

3. School Questionnaires (SASS-3A, -3B, -3C, and -3D)

a. Advance Letter (Public Charter Schools—SASS-3D—Only)

In August 1999, an introductory letter was mailed to the directors of all public charter schools that explained the purpose of SASS and requested their information. This letter also informed the director that SASS would be conducted in place of the National Study of Charter Schools, a 4-year longitudinal survey of charter schools.

b. Questionnaire Mailings and Reminder Postcards

In October, the public, private, BIA, and public charter school questionnaires (SASS-3A, -3B, -3C, and -3D) were mailed to the schools. The initial mailing included the questionnaires and a brochure of findings. Public and BIA schools were sent *Snapshots of Public Schools*. Private schools were sent *Snapshots of Private Schools*. The findings in both brochures were based on the 1993–94 SASS. Public charter schools were sent *Schools and Staffing Survey 1999–2000* (NCES 1999–349). Although these questionnaires were addressed to “Principal,” the respondent could be any knowledgeable school staff member (e.g., assistant principal or school secretary). Reminder postcards were sent to all schools within 2 weeks of the first mailing of the questionnaire.

Approximately 1 month after the initial mailing, a second copy of the questionnaire was mailed to each school for which the original form had not been received. In lieu of a second reminder postcard, a thank-you letter that included a wall map of the United States was sent to all schools 1 month after the second mailing of the questionnaires. The letter also reminded those schools that they had been sent a TLF, a School Principal Questionnaire, and (for most schools) a School Library Media Center Questionnaire.

c. *Nonresponse Follow-up*

In October 1999, some nonresponse cases were assigned to field staff for follow-up activities in conjunction with the TLF nonrespondent follow-up.¹⁰ For most nonresponse public, private, and public charter school cases, CATI follow-up began 1 month after the second reminder. Since there were only 50 BIA school cases, they were all assigned for field follow-up, which took place concurrently with CATI for the public, private, and public charter schools.

Field follow-up for most public, private, and public charter schools began in March 2000, approximately 2 weeks after CATI was completed, although field follow-up for schools without phones had begun in January. In May, a letter was sent to the remaining public charter school nonrespondents to inform them that field representatives would be calling to request their cooperation. Field follow-up for all schools was completed in June 2000.

4. School Principal Questionnaires (SASS-2A, -2B, -2C, and -2D)

a. *Questionnaire Mailings and Reminder Postcard*

School Principal Questionnaires were mailed in September 1999. The principal was the only eligible respondent, and therefore, all questionnaires were addressed to the principal. All reminder postcards were mailed within 3 weeks of the first mailing. Approximately 1 month after the first mailing, a second questionnaire was mailed to principals who had not responded. The mailing phase was completed in mid-November.

b. *Nonresponse Follow-up*

In October 1999, some cases were assigned to field staff for follow-up activities in conjunction with the TLF nonrespondent follow-up. CATI nonresponse follow-up began in mid-November. Following CATI closeout in December, the remaining principal questionnaires were assigned to field representatives. The field phase was completed in May 2000.

5. School Teacher Questionnaires (SASS-4A, -4B, -4C, and -4D)

a. *Questionnaire Mailings and Reminder Postcards*

Since the lists of teachers were obtained from the schools through the TLF over a 4-month period, School Teacher Questionnaires were mailed to the schools in four waves, in order to maximize the available time for collecting the questionnaire data. Approximately 49 percent of the questionnaires were mailed in December 1999, 39 percent in January 2000, 5 percent in February 2000, and 7 percent in March 2000. Each questionnaire was accompanied by *Teachers on Teaching*, a brochure of findings about teachers from the 1993–94 SASS, and by a voucher/order card for a teacher kit comprised of a 24-page teacher guide and a 4-ft. by 6-ft. U.S. map with 1990 state

¹⁰ The first field follow-up was for nonresponding TLFs, as the TLFs had the earliest closeout. When it was determined that a personal visit to a school was required for the TLF, the field representative was provided with other nonresponse questionnaires—principal, school, library media center.

population figures. Reminder postcards were mailed within 1 week of the first questionnaire mailout for each wave.

Within 6 weeks of the initial mailing for each type of questionnaire, a second copy of the questionnaire was mailed to each wave, excluding wave 4 (wave 4 was sent directly to CATI for nonresponse follow-up), for which the original form had not been returned.

A second reminder postcard was mailed within 1 week of the second questionnaire mailout, but due to time limitations, it was mailed only to wave 1 teachers.

b. Nonresponse Follow-up

CATI and field nonresponse follow-up began approximately 1 month after the second mailing for each wave of the School Teacher Questionnaires. In general, cases with phone numbers were assigned to CATI and cases without phone numbers were assigned to field staff. Some additional teacher cases were assigned directly to field staff if a school had been assigned to field staff for follow-up of other questionnaires. When CATI started, 1,241 teacher questionnaires had been assigned to field staff.

The number of cases assigned for CATI and field follow-up for each of the four waves was reduced by approximately 15 percent to lower costs. This reduction was applied to experienced teachers only (not New teachers, Teachers of classes designed for students with limited English proficiency, Asian or Pacific Islander teachers, or American Indian or Alaska Native). After CATI was completed, the remaining nonrespondent cases were to have been assigned to field representatives. However, in March 2000, staff observed that the number of CATI nonrespondents likely would exceed expectations, which would impact staffing and costs further. The following adjustments were made:

- CATI was extended through the end of the school year. Public school teachers remained in CATI, substantially reducing the number of cases that would have been assigned to field staff. In addition, all wave 4 teachers were assigned to CATI through the end of the school year.
- Of the 13,691 teacher cases from mailout waves 2 and 3 that would have been assigned to CATI at that time (and to field staff after CATI), 2,500 were assigned to field staff directly. These included all of the private school and public charter school teacher cases, from which staff expected response rates lower than public school teachers. Assigning these cases to field staff for an extended time period increased the chances of getting interviews.
- A letter was sent to the active CATI cases (approximately 8,000) in May 2000. The letter asked for their cooperation and provided the respondents with toll-free numbers to call and arrange an interview to be conducted at their convenience.

All follow-up was completed in June 2000.

6. School Library Media Center Questionnaires (LS-1A, -1B, and -1C)

a. Questionnaire Mailings and Reminder Postcards

The school library media center questionnaires were mailed in September 1999. It could be completed by the school librarian or another school staff member who was

familiar with the library. A computerized self-administered questionnaire (CSAQ) was available on the Internet. Details and benefits to completing the questionnaire online were outlined in the beginning of the questionnaire. Reminder postcards were mailed within 1 month of the initial mailout.

b. Nonresponse Follow-up

A separate CATI instrument was used for the school library media center nonresponse follow-up. There were two rounds of CATI nonresponse follow-up for public and private schools. (BIA school nonrespondents were sent for field follow-up.) The CATI instrument did not collect data in either round; rather, respondents were encouraged to reply by mail or CSAQ. The first round took place from November to December, and the second round took place from February to March 2000. In the second round, calls were made to respondents from the first round who had said they would respond but had not.

Field follow-up activities began in October 1999 in conjunction with the TLF nonrespondent follow-up. As field representatives were assigned TLF questionnaires for schools without phones, they were also given nonresponding principal and library questionnaires for those schools. A sample reduction was implemented after the CATI closeout in March because of a higher than expected number of nonresponse cases. The cases sent to field staff included 650 school library media center cases already assigned along with the SASS principal follow-up, 300 new cases along with the SASS school follow-up, and a sample of 900 from the remaining 2,350 school library media center cases. Field follow-up was completed in June.

VI. Response Rates

A. Survey Response Rates

The unweighted questionnaire, weighted questionnaire, and weighted overall response rates for each questionnaire are listed in table 23. The weighted response rates for each component of SASS are detailed in tables 24, 26, 26, and 27. Table 24 provides public school response rates by state for districts, schools, principals, teachers, and school library media centers. Table 25 lists private school response rates by private school typology for schools, principals, teachers, and school library media centers. Table 26 provides response rates for BIA schools, principals, teachers, and school library media centers. Table 27 provides response rates for public charter schools, principals, and teachers. The response rate tables are useful as an indication of possible nonresponse bias. (More detailed unit response rate tables are provided in appendix C.)

The unweighted response rates were calculated by dividing the number of interview cases by the total number of eligible cases. The weighted response rates were derived by dividing the number of interview cases weighted by the basic weight by the total number of eligible cases weighted by the basic weight. The basic weight for each sample case is the inverse of the probability of selection.

Table 23. Weighted and unweighted questionnaire response rates and weighted overall response rates (in percent), by survey: 1999–2000

Survey	Unweighted response rate	Weighted response rate	Weighted overall response rate ¹
Public School Teacher Listing Form	93.1	92.2	†
Private School Teacher Listing Form	85.8	87.0	†
BIA School Teacher Listing Form	97.5	97.8	†
Public Charter School Teacher Listing Form	91.3	91.4	†
School District (SASS-1A)	87.1	88.6	†
Public School (SASS-3A)	88.5	88.5	†
Private School (SASS-3B)	80.8	79.8	†
BIA School (SASS-3C)	96.7	96.7	†
Public Charter School (SASS-3D)	86.1	86.1	†
Public School Principal (SASS-2A)	90.6	90.0	†
Private School Principal (SASS-2B)	85.8	84.8	†
BIA School Principal (SASS-2C)	93.3	93.3	†
Public Charter School Principal (SASS-2D)	90.2	90.2	†
Public Teacher (SASS-4A)	81.2	83.1	76.6
Private Teacher (SASS-4B)	74.9	77.2	67.2
BIA Teacher (SASS-4C)	84.4	87.4	85.5
Public Charter Teacher (SASS-4D)	78.7	78.6	71.8
Public Library Media Center (LS-1A)	87.1	94.7	†
Private Library Media Center (LS-1B)	84.1	87.7	†
BIA Library Media Center (LS-1C)	95.4	95.4	†

† Not applicable.

¹ Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

NOTES: The information in parentheses following the survey name is the SASS questionnaire form number. Response rates were weighted using the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), all components, 1999–2000, special tabulations from the response rate data files.

Table 24. Final weighted response rates (in percent) for public school districts, schools, principals, teachers, and school library media centers, by state: 1999–2000

State	Districts	Schools	Principals	Teachers			School library media centers
				Teacher listing form (TLF)	Teacher questionnaire	Overall teacher response rate ¹	
50 states and DC	88.6	88.5	90.0	92.2	83.1	76.6	94.7
Alabama	94.2	95.8	95.4	95.0	83.3	79.2	98.3
Alaska	91.6	77.0	89.1	98.7	83.0	81.9	75.3
Arizona	92.0	88.4	89.6	98.3	84.0	82.6	91.9
Arkansas	94.7	94.0	92.9	97.5	84.3	82.2	99.5
California	89.8	81.3	85.9	91.4	78.2	71.5	83.6
Colorado	91.2	92.0	88.8	95.6	88.3	84.4	99.4
Connecticut	77.1	81.8	86.4	94.0	79.8	75.0	94.6
Delaware	78.9	80.0	86.3	94.4	83.7	79.1	90.0
District of Columbia	100.0	77.9	82.0	90.6	71.7	65.0	81.7
Florida	83.4	90.1	92.2	92.6	80.4	74.4	97.9
Georgia	94.7	97.3	93.6	96.5	85.0	82.1	99.6
Hawaii	100.0	82.2	90.6	91.9	86.0	79.0	97.3
Idaho	90.4	97.1	95.4	97.3	88.4	86.0	98.2
Illinois	95.5	91.9	92.4	97.3	83.5	81.3	97.8
Indiana	89.5	92.8	93.9	92.1	88.6	81.6	98.1
Iowa	91.6	93.3	95.6	96.5	87.4	84.4	96.1
Kansas	95.6	95.1	88.2	96.5	87.9	84.8	100.0
Kentucky	91.1	91.9	88.1	96.2	84.9	81.7	94.8
Louisiana	87.7	85.6	91.7	92.4	82.5	76.2	98.4
Maine	76.0	93.6	97.0	93.5	86.8	81.2	100.0
Maryland	74.6	68.0	72.5	76.2	83.6	63.7	75.2
Massachusetts	79.0	85.9	88.0	95.3	78.1	74.4	97.7
Michigan	90.0	89.5	93.9	87.9	83.6	73.5	95.9
Minnesota	85.7	93.1	93.9	93.5	84.7	79.2	98.5
Mississippi	88.4	93.5	92.5	93.3	85.8	80.1	95.1
Missouri	93.8	92.9	92.9	93.6	86.5	81.0	96.6
Montana	89.1	90.4	96.1	96.4	90.1	86.9	96.8
Nebraska	92.4	95.4	94.2	91.3	89.9	82.1	95.6
Nevada	82.4	84.9	88.8	97.2	80.9	78.6	95.8
New Hampshire	73.8	91.1	93.5	94.4	85.3	80.5	96.1
New Jersey	78.5	80.1	83.8	98.0	80.8	79.2	88.5
New Mexico	90.1	92.3	88.1	84.0	84.7	71.1	96.4
New York	84.0	80.8	79.5	95.9	76.8	73.7	93.0
North Carolina	85.2	94.6	85.3	87.7	83.3	73.1	92.7
North Dakota	85.0	90.1	93.1	84.5	87.0	73.5	93.3
Ohio	84.0	94.3	96.3	91.9	86.6	79.6	97.6
Oklahoma	89.5	87.9	92.0	93.3	86.2	80.4	98.5
Oregon	89.3	88.8	90.5	89.6	86.9	77.8	97.2
Pennsylvania	88.9	87.0	86.2	83.3	81.9	68.2	97.3
Rhode Island	73.3	91.7	86.4	89.7	78.8	70.7	97.0
South Carolina	92.5	86.5	92.5	91.9	80.6	74.1	91.4
South Dakota	92.3	91.9	93.2	95.6	85.3	81.5	97.7
Tennessee	94.4	91.5	87.6	94.2	86.5	81.5	94.5
Texas	90.4	89.1	93.9	95.5	84.1	80.3	96.1
Utah	97.4	89.1	94.2	95.3	87.2	83.1	99.0
Vermont	68.9	89.0	92.6	87.5	82.0	71.8	100.0
Virginia	90.8	84.3	87.3	91.2	85.2	77.7	95.0
Washington	91.2	86.3	91.4	96.5	81.7	78.8	95.2
West Virginia	85.7	92.1	91.7	91.4	84.2	77.0	96.3
Wisconsin	90.3	88.0	89.4	94.1	84.6	79.6	94.6
Wyoming	93.7	88.9	91.0	95.9	89.1	85.5	98.5

¹ Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "School District Survey," "Public School Survey," "Public School Principal Survey," "Public Teacher Survey," and "Public Library Media Center Survey," 1999–2000, special tabulations from the response rate data files.

Table 25. Final weighted response rates (in percent) for private schools, principals, teachers, and school library media centers, by NCES typology: 1999–2000

NCES typology	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate ¹	
All private schools	79.8	84.8	87.0	77.2	67.2	87.7
Catholic	87.2	90.7	92.3	79.8	73.7	92.3
Parochial	88.4	91.3	92.3	78.8	72.7	92.9
Diocesan	85.8	91.0	93.3	82.0	76.5	91.2
Private Order	84.2	86.3	88.5	79.0	69.9	92.0
Other religious	77.1	82.4	84.5	73.6	62.2	83.6
Conservative Christian	74.6	83.9	80.2	71.9	57.7	79.1
Affiliated	75.7	79.2	84.4	75.6	63.8	87.9
Unaffiliated	80.8	83.1	88.9	73.6	65.4	84.8
Nonsectarian	74.5	81.0	85.0	77.8	66.1	86.3
Regular program	65.6	71.4	79.8	78.6	62.7	81.5
Special emphasis	85.8	90.5	87.5	70.8	62.0	92.1
Special education	76.5	87.9	92.2	83.7	77.2	91.5

¹ Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Survey,” “Private School Principal Survey,” “Private Teacher Survey,” and “Private Library Media Center Survey,” 1999–2000, special tabulations from the response rate data files.

Table 26. Final weighted response rates for BIA schools, principals, teachers, and school library media centers: 1999–2000

School type	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate ¹	
BIA	96.7	93.3	97.8	87.4	85.5	95.4

¹ Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Survey,” “BIA School Principal Survey,” “BIA Teacher Survey,” and “BIA Library Media Center Survey,” 1999–2000, special tabulations from the response rate data files.

Table 27. Final weighted response rates for public charter schools, principals, and teachers: 1999–2000

School type	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate ¹	
Public charter	86.1	90.2	91.4	78.6	71.8	†

† Not applicable.

¹ Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public Charter School Survey,” “Public Charter School Principal Survey,” and “Public Charter Teacher Survey,” 1999–2000, special tabulations from the response rate data files.

B. Nonresponse Bias Analysis

A comprehensive nonresponse bias analysis (Bokossa, Salvucci, and Ghosh forthcoming) was conducted for each of the components of the 1999–2000 SASS. The analysis evaluated the extent of potential bias introduced by school district nonresponse, school nonresponse, school principal nonresponse, teacher nonresponse, and school library nonresponse at both the unit and item levels.

1. Unit-Level Nonresponse

First, for each of the SASS components, unweighted and weighted response rates¹¹ were calculated for selected characteristics. For public school, public charter school, and BIA school related SASS surveys, the selected school characteristics were state, region, community type (i.e., central city, urban fringe/large town, and rural/small town), school instruction level (i.e., elementary, secondary, and combined), and student enrollment categories. For private school related SASS surveys, the selected school characteristics were region, affiliation, NCES typology, community type, school instruction level, and student enrollment categories. For school districts, the selected district characteristics were state, region, community type, and student enrollment categories.

The results from the first step were used to identify the set of characteristics in each of the SASS components for which the response rates were relatively low (i.e., less than 75 percent). Then, in the second step, for the set of characteristics that did not attain at least a 75 percent response rate, weighted estimates¹² of the percentage of districts, schools, principals, teachers, and libraries were calculated and then compared to the corresponding population value obtained from the CCD or PSS frames. For example, since public school response rates in Maryland fell below 75 percent, weighted estimates of the percent of public schools were calculated for community types, percent minority categories, student enrollment categories, and number of teachers categories. Significant differences ($p < 0.05$) between the percent distribution of the SASS weighted estimates and the population distribution for the selected characteristics suggested a potential bias in the weighted estimates due to nonresponse. To continue the example from above, the percentage of public schools in two community type categories and three student enrollment categories were found to be significantly different when estimated from SASS versus when estimated from CCD.

Estimates calculated for selected characteristics of the district component included the number of schools, the number of teachers, and the number of students in the district. For the school, principal, and library media center components, the percentage of minority students, the number of teachers, and the number of students in the school were calculated for use in the evaluation. For the teacher components, the number of teachers and the number of students were calculated for use in the evaluation.

When considering unit nonresponse, even at levels below 75 percent, there was no evidence to point to a substantial bias in SASS estimates.

¹¹ Base weights that did not include an adjustment for nonresponse were used to calculate the weighted response rate estimates.

¹² Base weights that did not include an adjustment for nonresponse were used to calculate the weighted estimates.

2. Item-Level Nonresponse

Unweighted response rates were calculated for all items in each of the SASS components. Items with unweighted response rates (calculated for the questionnaires returned) below 75 percent¹³ were examined to determine if they showed the potential for nonresponse bias. For each of these items, the weighted percent distribution of school characteristics for those that had responded to an item were compared to the percent distribution of the same school characteristics in the population, derived from either the SASS Teacher Listing Form file, CCD, or PSS. When the distribution of characteristics among the population differed significantly from the distribution of those characteristics among an item's respondents, it suggested a potential for nonresponse bias. However, while this comparison could indicate the potential for bias, it could not indicate whether the bias was due only to item nonresponse, only to unit nonresponse, or to a combination of the two. Thus, an additional analysis was devised and applied to some of the items that were found to have a potential for bias to indicate when the source of the potential bias was due only to item nonresponse.

Using selected items from the public, private, and public charter school files, and from the Indian school library file, the following estimates were calculated:

- **estimate A**, the weighted percentage of schools (using the base weight without a nonresponse adjustment) with a particular characteristic among unit respondents;
- **estimate B**, the weighted percentage of schools (using the base weight without a nonresponse adjustment) with a particular characteristic among item respondents; and
- **population estimate**, the percentage of schools with a particular characteristic in the population.

A potential for bias due to unit nonresponse was determined by testing to see if the difference between estimate A and the population estimate was significantly different. Similarly, a potential for bias due to item nonresponse was determined by testing to see if the difference between estimate B and the population estimate was significantly different. If both estimates A and B differed significantly from the population estimate, it was concluded that the potential bias may be jointly due to both unit- and item-level nonresponse. If estimate B differed significantly from the population estimate, but estimate A did not, it was concluded that the source of potential bias for that item was due only to item nonresponse.

Since the analysis above resulted in the conclusion that in most cases the bias effect of unit nonresponse and item nonresponse was confounded, the analysis was repeated, but this time the final weights adjusted for nonresponse were used. Using final weights at both the unit-level and the item-level should help to reduce the unit-level nonresponse bias. Thus, in those cases where the difference between estimate A and the population estimate was no longer significant, but the difference between estimate B and the population estimate was significant, it was concluded that the bias was largely due to the item-level nonresponse.

The results of these analyses for some of the items with response rates of less than 75 percent are available in section 4 of the *SASS 1999–2000 Nonresponse Bias Analysis* (Bokossa, Salvucci, and Ghosh forthcoming).

¹³ The large majority of items with response rates below 75 percent were from the school, teacher, and library media center questionnaires.

C. Item Response Rates

The unweighted item response rates are the number of sample cases responding to an item divided by the number of sample cases eligible to answer the item, excluding the unit nonrespondents. That is, following NCES Standard 1-3-5: “Item response rates (RRI) are calculated as the ratio of the number of respondents for whom an in-scope response was obtained (I^x for item x) to the number of respondents who are asked to answer that item. The number asked to answer an item is the number of unit-level respondents (I) minus the number of respondents with a valid skip for item x (V^x)....

$$RRI = \frac{I^x}{I - V^x}$$

(Seastrom 2003, p. 23). For SASS, the unweighted item response rates ranged from 10 percent to 100 percent. Tables 28 and 29 provide a brief summary of the item response rates. The item response rates in these tables are unweighted, and do not reflect additional response loss due to respondents’ refusal to participate in the survey. (More detailed item response rate tables are provided in appendix C.) All items with a response rate below 75 percent were examined for bias. However, only four variables were deleted from the data file because of low response rates and questionable data. All four appeared on the Library Media Center Questionnaires (LS-1A, LS-1B, and LS-1C):

- M0158 Total number of current print or microform periodical subscriptions held at the end of the 1998–99 school year [22D (total) on LS-1A and LS-1B, 21D (total) on LS-1C]
 - M0159 Number of current print or microform periodical subscriptions acquired during the 1998–99 school year [22D (acquired) on LS-1A and LS-1B, 21D (acquired) on LS-1C]
 - M0161 Total number of electronic subscriptions held at the end of the 1998–99 school year [22E (total) on LS-1A and LS-1B, 21E (total) on LS-1C]
 - M0162 Number of electronic subscriptions acquired during the 1998–99 school year [22E (acquired) on LS-1A and LS-1B, 21E (acquired) on LS-1C]
-

Table 28. Summary of unweighted item response rates, by survey: 1999–2000

Survey	Range of item response rate	Percentage of items with response rate of 90 percent or more	Percentage of items with response rate of 75–89 percent	Percentage of items with response rate of less than 75 percent
School district (SASS-1A)	50–100	78	20	2
School				
Public (SASS-3A)	67–100	85	12	3
Private (SASS-3B)	45–100	44	51	5
BIA (SASS-3C)	60–100	87	10	3
Public charter (SASS-3D)	39–100	70	24	6
School principal				
Public (SASS-2A)	40–100	95	2	3
Private (SASS-2B)	42–100	97	2	1
BIA (SASS-2C)	15–100	94	2	4
Public charter (SASS-2D)	48–100	96	1	3
Teacher				
Public (SASS-4A)	48–100	89	7	4
Private (SASS-4B)	10–100	83	11	6
BIA (SASS-4C)	12–100	82	10	8
Public charter (SASS-4D)	16–100	82	10	8
School library media center				
Public (LS-1A)	40–100	70	27	3
Private (LS-1B)	51–100	65	25	10
BIA (LS-1C)	54–100	58	32	10

NOTE: The information in parentheses following the survey name is the SASS questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), all components, 1999–2000, special tabulations from the response rate data files.

Table 29. Items with unweighted response rates of less than 75 percent, by survey: 1999–2000

Survey	Items
School district (SASS-1A)	6A, 6B, 6C, 39C, 47B
School	
Public (SASS-3A)	9B, 11A(0-9), 11A(10-20), 11A(21+), 32A(part-time), 32B(part-time), 33B, 50
Private (SASS-3B)	8A, 8B, 8C, 8F, 11(0-9), 11(10-20), 11(21+), 22D, 22E, 29B, 52C, 52D, 52E, 52F, 55A, 55B, 55C, 55D, 56B, 90
BIA (SASS-3C)	10(0-9), 10(10-20), 10(21+), 30C(4-year), 30C(2-year), 30C(tech), 32E, 45A, 45B, 45C, 45D
Public charter (SASS-3D)	10A, 10B, 10C, 12(0-9), 12(10-20), 12(21+), 18O, 18O(importance), 35B, 38C(4yr), 38C(2yr), 38C(tech), 46B, 46C, 54A, 69D, 69E, 69F, 71A, 71B, 71C, 71D, 72B, 83B, 90, 92
School principal	
Public (SASS-2A)	10A(7), 10B(5), 10C(5), 10G(5), 31
Private (SASS-2B)	28
BIA (SASS-2C)	10A(5), 10B(3), 10C(3), 10G(3), 21I, 29
Public charter (SASS-2D)	10A(7), 10B(5), 10C(5), 10G(5), 31
Teacher	
Public (SASS-4A)	38(11, code), 38 (11, enrollment), 38(12, code), 38 (12, enr), 38(13, code), 38 (13, enr), 38(14, code), 38 (14, enr), 38(15, code), 38 (15 enr), 50E(8)
Private (SASS-4B)	4C (code), 37, 38 (8, code), 38 (8, enrollment), 38 (9, code), 38 (9, enr), 38 (10, code), 38 (10, enr), 38 (11, code), 38 (11, enr), 38 (12, code), 38 (12, enr), 38 (13, code), 38 (13, enr), 38 (14, code), 38 (14, enr), 38 (15, code), 38 (15, enr)
BIA (SASS-4C)	2, 11D3(year), 11D5(year), 37, 38(4, code), 38(7, code), 38 (7, enrollment), 38(8, code), 38 (8, enr), 38(9, code), 38 (9, enr), 38(10, code), 38 (10, enr), 38(11, code), 38 (11, enr), 38(12, code), 38 (12, enr), 38(13, code), 38 (13, enr), 38(14, code), 38 (14, enr), 38(15, code), 38 (15, enr), 50E(8)
Public charter (SASS-4D)	4C (code), 37, 38 (6, code), 38 (6, enrollment), 38 (7, code), 38 (7, enr) 38 (8, code), 38 (8, enr), 38 (9, code), 38 (9, enr), 38 (10, code), 38 (10, enr), 38 (11, code), 38 (11, enr), 38 (12, code), 38 (12, enr), 38 (13, code), 38 (13, enr), 38 (14, code), 38 (14, enr), 38 (15, code), 38 (15, enr), 50E(8)
School library media center	
Public (LS-1A)	6 (yes/no), 8, 22D (acquired), ¹ 22E (total) ¹
Private (LS-1B)	6 (yes/no), 7 (yes/no), 8 (yes/no), 9, 22B (total), 22C (total), 22D (acquired), ¹ 22D (total), ¹ 22E (total), ¹ 25 (Europe), 25 (government), 25 (space), 25 (medicine)
BIA (LS-1C)	5 (yes/no), 5 (< 1/2 time), 5(1/2 time), 5 (3/4 time), 5 (total), 6 (yes/no), 7 (yes/no), 19B (2), 21B (total), 21C (total), 21D (total), ¹ 21E (total) ¹

¹ Deleted from file.

NOTES: The information in parentheses following the survey name is the SASS questionnaire form number. Numbers in the item column refer to questionnaire item numbers, while letters or parenthetical descriptions refer to sub-items. The first item number presented in this table, 6A, is sub-item A on the School District Questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), all components, 1999–2000, special tabulations from the response rate data files.

VII. Data Processing

A. Questionnaire Check-in

Paper questionnaires returned by individual respondents and those completed by field representatives during telephone follow-up were sent to the Census Bureau processing unit in Jeffersonville, Indiana. Upon receipt, clerks assigned codes to each questionnaire to indicate its status (e.g., complete interview, refusal, deceased—for teachers, and school no longer exists). Then the questionnaires were batched by type and by interview status (i.e., interviews, noninterviews, and out-of-scope for the survey) for data capture.

B. Data Capture

In previous administrations of SASS, Census Bureau staff keyed the completed questionnaires. For the 1999–2000 SASS, imaging technology was used to capture the data. Imaging the forms was expected to be faster, less costly, and at least as accurate as keying.

The questionnaires were disassembled and each duplex page was scanned. Data images were extracted and a response file was created. The response file was processed through recognition software at a 99 percent confidence level. If the recognition software was 99 percent certain that the response field contained a valid mark or alpha numeric, the entry was copied to an output file. If the response fell outside the confidence level, the imaged response was presented to a keying operator to interpret and key from the image (KFI). After 100 percent verification of the KFI data entries, those data and the data initially accepted by the recognition software were merged to create the output file.

C. Reformatting

After the SASS questionnaire data were captured, the output files from the different sources (imaging/keying, CATI,¹⁴ and CSAQ¹⁵) were reformatted into SAS¹⁶ datasets and then merged so that there was one file for each questionnaire type (SASS-1A, SASS-2A, etc.). For some variables on the CATI and CSAQ files, the values were recoded to be consistent with those from the paper questionnaires.

D. Preliminary ISR Classification

The next step in processing was to make a preliminary determination of each case's interview status (ISR); that is, whether it was an interview, a noninterview, or was out-of-scope for the survey. In general, those cases with "out-of-scope" check-in codes (assigned by clerks to the paper questionnaires when they were received by the Census Bureau) or "out-of-scope" final outcome codes (assigned by CATI interviewers) were classified as out-of-scope (ISR=3) for the preliminary ISR. Otherwise, cases with data entries were classified as interviews (ISR=1), and those with no data were classified as noninterviews (ISR=2).

¹⁴CATI is the acronym for computer-assisted telephone interviewing. For these cases, electronic data files were created as the data were collected.

¹⁵CSAQ is the acronym for computer self-administered questionnaire. This data collection instrument was Internet-based and was used only for the library component of SASS. Electronic files were created as the data were collected.

¹⁶SAS is a statistical software package with a proprietary data format.

E. Computer Pre-Edit

Past SASS surveys have resulted in systematic discrepancies large enough to be seen at the state level between the school enrollment and teacher counts reported in SASS and those from the CCD. These discrepancies often occur because schools will report data for the entire district rather than just their school or because school administrators define the school in a different way than the state report to CCD did. For example, a school with grades K–8 at one address might, in fact, be two different CCD schools—an elementary school with grades K–6 and a junior high school with grades 7 and 8. In the past, SASS counts were adjusted after processing to better agree with CCD estimates. For the 1999–2000 SASS, these discrepancies were addressed before processing. (Processing starts with the blanking and consistency edits described in section F.)

In order to resolve these discrepancies, Census conducted an extensive review and reconciliation process. First, a series of computerized checks were run after the preliminary ISR was completed to identify individual responses that did not agree with CCD individual school data supplied by the state. The conditions for each check are documented in tables 30 and 31. To identify the cases, each of the conditions described in the table was programmed using the SAS language. The software then systematically went through the District and School data files and generated a listing of every case that met the specified condition. Census professional staff reviewed the computer record of cases that met each condition. During the review, questionnaire data were compared with CCD data. Some questionnaire entries were deemed to be more accurate than CCD data. Entries that were deemed to be less accurate than CCD data were corrected by using information reported in other questionnaire items, sample file data, or information from other sources (e.g., the most recent CCD file, the district’s website, or other education websites). The goal was to increase consistency with CCD. Wrong entries that could not be corrected were blanked and then imputed. The procedures described above are referred to as “pre-edits” because they took place before the regular SASS data editing and imputation. Tables 30 and 31 list the number and percentage of items rejected for each condition.

Table 30. Reasons for pre-edit rejection of district data (SASS-1A): 1999–2000

Reason	Items rejected for this reason	
	Number	Percent
Number of students was at least 30 percent greater than expected	111	2.15
Number of students was at least 30 percent less than expected	13	0.25
Number of students was greater than enrollment of largest district in state	3	0.06
For a regular district, number of students was less than or equal to number of teachers	1	0.02
Ratio of K–12 students to teachers was greater than 40 to 1	4	0.08
For a regular district, ratio of K–12 students to teachers was less than 10 to 1	259	5.02
District was not in Alaska, Arizona, New Mexico, Oklahoma, or South Dakota and did not operate any BIA schools, but reported that 50 percent or more of its students were American Indian or Alaska Native	25	0.48
District operated only BIA schools but less than 50 percent of students were reported as American Indian	1	0.02
Number of days in school year was greater than 200	12	0.23
Number of days in school year was less than 150	23	0.45
For district with more than 30 teachers, the reported FTE count was at least 35 percent greater than expected	72	1.40
For district where expected FTE count of teachers was greater than 30, reported count was at least 35 percent less than expected	9	0.17
FTE count of teachers was greater than expected count for largest district in state	1	0.02
Any full-time teacher salary was less than \$15,000	5	0.10
Salary reported as highest was less than salary reported as lowest	4	0.08
Sample file indicates district operates one or more public charter schools, but response in item 34a indicates it does not	3	0.06
Regular district with grade 12 has responded in item 45 that it does not grant high school diplomas	3	0.06
Sample file indicates district grants high school diplomas but response in item 45 is “No”	7	0.14
Item 45 indicates district grants high school diplomas but sample file indicates highest grade is 8 th grade or lower	13	0.25
English requirement for high school graduation is less than 1.0 years	101	1.96

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 31. Reasons for pre-edit rejection of public school data (SASS-3A): 1999–2000

Reason	Items rejected for this reason	
	Number	Percent
Lowest grade was 2 or more grade levels lower than expected	1,219	12.94
Highest grade was 2 or more grade levels higher than expected	919	9.76
No grade levels were reported	22	0.23
Grade levels were same as expected but enrollment was at least 30 percent greater than expected	242	2.57
Regular school where enrollment was at least 30 percent less than expected	956	10.15
Enrollment was greater than 5,000	3	0.03
Enrollment reported in item 7a was at least 20 percent greater than total number reported in item 9 (students by race)	222	2.36
Enrollment reported in item 7a was at least 20 percent less than total number reported in item 9 (students by race)	59	0.63
Regular school where ratio of students to teachers was less than 10 to 1	521	5.53
Ratio of students to teachers was less than 1 to 1	13	0.14
School that was not a vocational school and ratio of students to teachers was greater than 40 to 1	165	1.75
Ratio of students to teachers was greater than 100 to 1	74	0.79
Regular school where number of teachers was at least 35 percent greater than expected	1,585	16.83
Regular school where number of teachers was at least 35 percent less than expected	776	8.24
Number of full-time teachers was 0 or missing	105	1.11

NOTE: SASS-3A is the Public School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 32. Summary of changes made to variables in the pre-edit, by survey: 1999–2000

Survey	Number of variables where changes were made	Range of number of records affected	Range of percent of records affected
School District (SASS-1A)	50	1–237	0.02–4.60
Public School (SASS-3A)	257	1–530	0.01–5.63

NOTE: The information in parentheses following the survey name is the SASS questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Note: Pre-edits were done when data from frame variables were available to compare to data collected through the questionnaire. The school district and public school files were the only SASS files that contained frame variables to make such comparisons possible.

F. Computer Edit

After pre-edit corrections were made to the school district and public school files, all files were submitted to a computer edit. This edit consisted of a range check, a consistency edit, and a blanking edit. (Data changes were generally made during the consistency edit.)

The range check deleted entries that were outside the range of acceptable values.

The consistency edit identified inconsistent entries within each record and, whenever possible, corrected them; if they could not be corrected, the entries were deleted. These inconsistencies could have been:

1. within items (e.g., if the response to the “Yes/No” part of SASS-3A item 27a—whether school had an open house or back-to-school night—was “No,” but “Most” was marked for the second part of the item—proportion of parents who participated) or
2. between items (e.g., if grades K to 6 were reported in SASS-3A item 6 but “No” was marked in item 23a, “Does this school have students in one or more of grades 1–8?”).

The consistency edit also filled some items where data were missing or incomplete by using other information on the data record (e.g., if some parts of SASS-3A item 9—student counts by race—had entries, and the sum of those parts was greater than or equal to the school’s total enrollment, a zero entry was put in each part that was unanswered during the consistency edit).

The blanking edit deleted extraneous entries and assigned the “not answered” (.N) code to items that should have been answered but were not.

Only records classified as interviews in the preliminary ISR were edited. Appendix tables D-3 through D-18 show the number of edit changes made to entries for the variables within each file. These changes are summarized in the table below.

Table 33. Summary of changes made to variables in the computer edit, by survey: 1999–2000

Survey	Number of variables where changes were made	Range of number of records affected	Range of percent of records affected
School district (SASS-1A)	51	1–2,212	0.02–42.90
Public school principal (SASS-2A)	14	1–4,222	0.01–44.63
Private school principal (SASS-2B)	8	1–59	0.03–2.03
BIA school principal (SASS-2C)	6	1–3	0.88–2.63
Public charter school principal (SASS-2D)	12	1–402	0.11–42.36
Public school (SASS-3A)	59	1–3,364	0.01–35.71
Private school (SASS-3B)	78	1–1,225	0.04–42.85
BIA school (SASS-3C)	49	1–73	0.86–62.93
Public charter school (SASS-3D)	84	1–706	0.11–77.67
Public teacher (SASS-4A)	72	1–24,054	<0.01–50.00
Private teacher (SASS-4B)	64	1–3,086	0.01–39.50
BIA teacher (SASS-4C)	49	1–153	0.24–37.32
Public charter school teacher (SASS-4D)	68	1–1,353	0.03–43.76
Public library media center (LS-1A)	36	2–1,604	0.03–20.46
Private library media center (LS-1B)	35	1–1,568	0.05–72.86
BIA library media center (LS-1C)	17	1–24	0.95–22.86

NOTE: The information in parentheses following the survey name is the SASS questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000.

G. Final Interview Status Edit

After the range check, consistency edit, and blanking edit were complete, the records were put through an edit to make a final determination of whether the case was eligible for the survey and, if so, whether sufficient data had been collected for the case to be classified as an interview. A final interview status recode (ISR) value was assigned to each case as a result of the edit.

1. School District Survey (SASS-1A)

A case was classified as **out-of-scope** (ISR=3) if:

- The district named on the questionnaire no longer existed; or
- The district did not serve any students in grades 1–12 or comparable ungraded levels; or
- The agency named on the questionnaire label was not a school district or other public education agency that employed elementary and/or secondary teachers.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of K–12 students in the district was reported (D0457); and
- The total number of FTE teachers was reported (D0476); and
- There were values for at least 22 other variables (approximately 10 percent of remaining items).

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

2. School Principal Surveys (SASS-2A, -2B, -2C, and -2D)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire label was classified as out-of-scope; or
- The school had no principal, headmaster, or administrator.

A case was classified as an **interview** (ISR=1) if:

- Neither of the conditions for out-of-scope cases was met; and
- The respondent had reported the highest degree he/she had earned (A0225); and
- The respondent had reported the number of years he/she had been principal of the school named on the questionnaire (A0054); and
- There were valid entries in at least 6 of these items:
 - Years as principal at other schools (A0054)
 - Years of teaching experience prior to becoming a principal (A0055)
 - Years of teaching experience since becoming a principal (A0056)
 - School positions held prior to becoming a principal (A0058-A0064)
 - Annual salary (A0226)
 - Gender (A0227)
 - Race (A0228)
 - Hispanic origin (A0230)
 - Year of birth (A0231)

Cases were classified as **noninterviews** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

3. Public School Survey (SASS-3A)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1999–2000 school year; or
- The school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- The institution named on the questionnaire was not a public school; or
- The school had been converted to a public charter school.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of K–12 students was reported (S0092);
- The number of teachers working at the school was reported (S0227 and/or S0228); and
- There were values for at least 29 other items (approximately 10 percent of the remaining questionnaire items).

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

4. Private School Survey (SASS-3B)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1999–2000 school year; or
- It did not serve students in any of grades 1–12 or comparable ungraded levels; or
- The institution named on the questionnaire was not a private school.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The total number of students was reported (S0900); and
- The total number of teachers was reported (S0963); and
- At least 10 of these items (or groups of items) had valid entries:
 - Grades offered (S0058, S0060, ...S0090)
 - Enrollment by grade level (S0059, S0061, ...S0091)
 - Whether school was coeducational (S0901)
 - Enrollment by race (S0096–S0101)
 - Length of school day (S0102)
 - Days in school year (S0470)
 - Average daily attendance (S0107)
 - Length of school day for kindergartners (S0903)
 - Type of school (S0110)
 - Whether school was located in a private home (S0906)
 - Whether school has religious orientation (S0907)
 - Association membership (S0911–S0952)
 - Number of full-time teachers (S0228)
 - Number of part-time teachers (S0959–S0962)

Teachers by race (S0249–S0253)
Number of teachers absent on most recent school day (S0255)
Whether school grants high school diplomas (S0574) or whether school had 12th grades in 1998–1999 school year (S0161)
Whether school had any boarding students (S0965)
Whether school charged tuition (S0968)
Requirements for admission (S0116–S0123)
Programs offered (S0125–S0131)
Teacher hiring criteria (S0477–S0486)
Whether school had teaching vacancies (S0256)
Number of newly hired teachers (S0487)
Whether school had teacher salary schedule or lowest teacher’s salary or highest teacher’s salary (S0500, S0507, S0508)
Benefit rate for teachers (S0509)
Teachers’ benefits (S0517–S0523)
Pay incentives for fields of shortage (S0615)
Other pay incentives (S0611–S0613)
Training for aspiring principals (S0587)
Free teacher training for fields of shortage (S0628)
School staffing (S0205–S0226, S0229–S0248)
Violence prevention program (S0203)
Whether any students were eligible for federal lunch program (S0282)
Whether any students received Title I services (S0288)
Number of IEP students (S0315)
Whether school had LEP students (S0320)
Whether school had LEP instruction (S0329)

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

5. BIA School Survey (SASS-3C)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1999–2000 school year; or
- The school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- The institution named on the questionnaire was not a school funded by BIA; or
- The school had been converted to a public charter school.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of K–12 students was reported (S0092); and
- The number of teachers working at the school was reported (S0227 and/or S0228); and
- There were values for at least 28 other items (approximately 10 percent of the remaining items).

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

6. Public Charter School Survey (SASS-3D)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1999–2000 school year; or
- The school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- The institution named on the questionnaire was not a public charter school.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of K–12 students was reported (S0092); and
- The number of teachers working at the school was reported (S0227 and/or S0228); and
- There were valid entries in at least four of these items (or groups of items):
 - Grade levels offered (S0058–S0090)
 - Students counts by race (S0096–S0100)
 - Who granted school’s charter (S0756)
 - Whether school was a pre-existing public or private school (S0757)
 - Type of school (S0110)
 - Number of home-schooled students enrolled in school (S0791)
 - Whether school was for at-risk students (S0111)
 - Year school began operating as a charter school (S0759)
 - Waiver for teacher certification requirement (S0760 or S0761)
 - Waiver for staff hiring or firing policies (S0762 or S0763))
 - Waiver for teacher salaries (S0768 or S0769)
 - Waiver for curriculum requirements (S0770 or S0771)
 - Waiver for student assessment criteria (S0774 or S0775)
 - Waiver for length of school day or year (S0776 or S0777)
 - Waiver for control of finances (S0778 or S0779)
 - Waiver for performance rewards and sanctions (S0786 or S0787)
 - Whether school is operated by an organization or company (S0795)
 - District that operates school (S0796 or S5797)
 - Admission requirements (S0115–S0122)
 - Whether school had written contract with parents (S0176, S0177) or parents were involved in governance (S0182, S0183) or parents were required to volunteer at school (S0794)
- At least five of the these items (or groups of items) had valid entries:
 - Programs offered (S0125–S0131) or services offered (S0132–S0134) or violence prevention program (S0203)
 - Federal lunch program (S0282 or S0284 or S0287) or Title I (S0288, S0289) or IEP students (S0315) or LEP students (S0320, S0321) or LEP instruction (S0329)
 - Teacher hiring criteria (S0477–S0486)
 - Number of newly hired teachers (S0487)
 - Length of school day (S0102) or days in school year (S0470) or average daily attendance (S0107)
 - School staff (S0205–S0208, S0211–S0248)
 - Teacher counts by race (S0249–S0253)
 - Number of teachers absent on most recent school day (S0255)

Whether school grants high school diplomas (S0574) or school had 12th graders in 1998–1999 (S0161)
Lowest and highest teacher salaries (S0507, S0508) or teacher benefit rate (S0509) or teacher benefits (S0517–S0522)
Teacher pay incentives (S0611–S0613, S0615)
Free teacher training for fields of shortage (S0628)
When school's charter was granted (S0754–S0755)
Magnet program (S0112–S0114)
Performance reports (S0793)
State rewards or sanctions (S0540, S0541)
Parent participation (S0168–S0175, S0178–S0181, S0184–S0185)
Facilitation of parent participation (S0186–S0193)
Procedures for teacher dismissal (S0492–S0494)
Agreement with teachers' union (S0497)
School capacity (S0108, S0109)
Extended school calendar (S0150, S0151)
Block scheduling (S0146)
Month in teacher contract year (S0499)

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

7. Teacher Surveys (SASS-4A, -4B, -4C, and -4D)

A case was classified as **out-of-scope** (ISR=3) if:

- The school where the teacher was selected for sample was classified as out-of-scope; or
- The teacher no longer worked at the school named on the questionnaire (e.g., he/she transferred to another school, retired, left teaching, or was deceased); or
- The person named on the questionnaire label had never worked at the school named on the label; or
- The person named on the questionnaire worked at the school but did not teach any classes (e.g., he/she was an assistant principal, counselor, or librarian); or
- The person named on the label was a short-term substitute teacher, student teacher, or teacher's aide.

A case was classified as an **interview** (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
 - The respondent reported the year that he/she began teaching in the school where he/she was selected for the survey sample (T0064); and
 - The respondent reported whether he/she had a college degree (T0070 or T0080 or T0083 or T0084 or T0087 or T0090 or T0093 or T0096 or T0099); and
 - The respondent reported his/her main teaching assignment field (T0102); and
 - The respondent reported whether or not he/she had a state teaching certificate in his/her main assignment field (T0103); and
 - At least one grade level of students taught by the respondent was reported (T0191–T0205); and
 - There were values for at least 31 other items (approximately 10 percent of the remaining items).
-

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

8. School Library Media Center Surveys (LS-1A, -1B, and -1C)

A case was classified as **out-of-scope** (ISR=3) if:

- The school named on the questionnaire was classified as out-of-scope; or
- The school did not have a library.

A case was classified as an **interview** (ISR=1) if:

- Neither of the conditions for out-of-scope cases was met; and
- At least one staff item was answered (M0070, M0075, M0076, M0081, M0082, M0087); and
- There were values for at least 25 variables (approximately 10 percent of all the questionnaire variables).

A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope and interview cases were not met.

The preliminary ISR and final ISR counts for each SASS questionnaire and the percent of change for each ISR classification are shown in table 34.

Table 34. Preliminary and final ISR counts and percent change: 1999–2000

File	Sample size	Preliminary ISR			Final ISR			Percent change		
		Inter-views	Non-inter-views	Out-of-scope	Inter-views	Non-inter-views	Out-of-scope	Inter-views	Non-inter-views	Out-of-scope
District	5,465	4,909	479	77	4,690	696	79	-4.46	45.30	2.60
Principal										
Public	9,893	8,762	690	441	8,524	880	489	-2.72	27.54	10.88
Private	3,558	2,913	381	264	2,734	451	373	-6.14	18.37	41.29
BIA	124	114	6	4	111	8	5	-2.63	33.33	25.00
Public charter	1,122	949	57	116	891	97	134	-6.11	70.18	15.52
School										
Public	9,893	8,717	811	365	8,432	1,095	366	-3.27	35.02	0.27
Private	3,558	2,859	464	235	2,611	622	325	-8.67	34.05	38.30
BIA	124	116	4	4	116	4	4	0.00	0.00	0.00
Public charter	1,122	909	101	112	870	140	112	-4.29	38.61	0.00
Teacher										
Public	56,354	45,280	7,538	3,536	42,086	9,725	4,543	-7.05	29.01	28.48
Private	10,760	7,812	1,965	983	7,098	2,374	1,288	-9.14	20.81	31.03
BIA	506	410	42	54	373	69	64	-9.02	64.29	18.52
Public charter	4,438	3,092	631	715	2,847	770	821	-7.92	22.03	14.83
Library media center										
Public	9,893	7,839	1,068	986	7,715	1,143	1,035	-1.58	7.02	4.97
Private	3,558	2,152	392	1,014	2,086	394	1,078	-3.07	0.51	6.31
BIA	124	105	4	15	104	5	15	-0.95	25.00	0.00

NOTE: These numbers do not include the NAEP/SASS overlap sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

H. Imputation

After the final ISR edit, there were many variables with missing values on the files. Values were created for these variables in the next step of the processing, which is described in chapter VIII, Imputation Procedures.

VIII. Imputation Procedures

After the edits and final ISR (interview status recode) processing were completed for each file, there were missing values within some records classified as interviews (ISR=1). These were cases where the respondent had not answered some applicable questionnaire items and data for those items were not added in the consistency edit. After the edits, values were imputed to items with missing data within interview records in three processing stages, which are described below. For a detailed discussion of the imputation procedures employed for individual questionnaires, see appendix E. (For records where the respondent did not provide enough data for the case to be classified as an interview, noninterview adjustment factors were used during the weighting process to compensate for the missing data.)

A. Imputation Stages

1. Stage 1

In the first stage of imputation, the following sources were used to create entries for items with missing values:

- Other items on the same questionnaire;
- Data from a related SASS questionnaire (for example, using data from a school record to impute missing values on the questionnaire for the school's principal);
- Data from the sample file (for example, using data from the 1997–98 Private School Universe Survey (PSS) to impute values for a SASS sample private school); and
- Data from other surveys (for public charter schools only).

More information about first stage imputation is provided in the detailed discussions of imputation procedures for each SASS questionnaire in later sections of this chapter.

2. Stage 2

In the second stage of imputation, values were created by extracting data from the record for a sample case with similar characteristics, known as the “sequential nearest neighbor hot deck” procedure for imputing for item nonresponse (Kalton and Kasprzyk 1982, 1986; Kalton 1983; Little and Rubin 1987; Madow, Olkin, and Rubin 1983).

In order to match records with missing values to similar cases with good values (donors), “imputation” variables were created at the end of the stage 1 imputation. These variables identified certain characteristics that were deemed to be relevant to the data collected by each questionnaire. For example, for the public school questionnaire (SASS-3A), variables that indicated the school's instructional level (elementary, secondary, combined, ungraded), the type of school (regular, special education, vocational, alternative, school with a special program emphasis), the percent of minority students (less than 5.5 percent, 5.5–20.4 percent, 20.5–50.4 percent, more than 50.4 percent), and the type of community where the school was located (urban, suburban, small town, rural) were created for each school at the end of stage 1. For cases where the information had not been provided by the questionnaire respondent, data from the school's sample file record were used to create the variable.

After creation of the imputation variables, the records in each SASS file were sorted so that similar records were near each other. For these record sorts, some of the imputation variables were used along with other questionnaire data (e.g., school's actual enrollment) and some

geographic data (e.g., state where school was located for public schools). For example, before stage 2 imputation for school district questionnaire items 5a, 7, 8, 11, 12, 17, 18, 20, 21, 25, and 26, the district records were sorted by GROUP / STATE / LEVEL / URB / D0457; that is, the records were sorted by the districts' K–12 enrollment (variable D0457), within each urbanicity category (urban, suburban, small town, rural), within each instructional level (elementary, secondary, combined or ungraded), within each state where the districts were located, within each group of states with similar sized districts.

In addition to sorting the data records, the imputation variables were also used to match records with missing values to those where data had been provided (donors). The variables used for these matches varied according to the content of the questionnaire item with the missing value. For example, for item 14 (whether school was for at-risk students) on the public school questionnaire, the variables used to match records with missing values to donor records were (1) type of school (regular, special education, alternative, etc.), (2) instructional level (elementary, secondary, combined, ungraded), and (3) urbanicity (urban, suburban, small town, rural). For item 33 (teachers by race) on the SASS-3A, the matching variables were urbanicity and percent of minority students (less than 5.5 percent, 5.5–20.4 percent, etc.).

The procedures described above were done by computer processing. However, for the Indian School Questionnaire (SASS-3C), the Indian School Principal Questionnaire (SASS-2C), and the Indian School Library Media Center Questionnaire (LS-1C), the “sequential nearest neighbor hot deck” imputation procedure was not used because there were so few cases. Instead, values were clerically imputed to items with missing values. The data record, sample file record, and other sources were reviewed, and a value consistent with the information from those sources was imputed.

3. Stage 3

After the second stage of imputation was completed for each file, there were records that still had missing values for some items. These were cases where (1) the stage 2 imputation failed to create a value because there was no suitable record to use as a donor, (2) the value imputed in stage 2 was deleted in the post-imputation edits because it was outside the acceptable range for the item or was inconsistent with other data on the same record, or (3) the item was not part of the stage 2 imputation because there were very few cases where it was unanswered (usually fewer than 10).

For these cases, values were clerically imputed to the items with missing values. That is, staff reviewed the data record, sample file record, and other sources, and identified a value consistent with the information from those sources for imputation.

B. Creation of Imputed Values

For some incomplete items, the entry from another part of the questionnaire, the sample file, another survey, or the data record for a similar sample case was directly imputed to complete the item; for others, the entry was used as part of an adjustment factor with other data on the incomplete record. For example, if a respondent did not report whether a school had any students identified as limited English proficient (LEP) in item 43a of the public school questionnaire, the response (Yes or No) for a similar school was imputed to item 43a of the incomplete record. However, if a respondent had answered “Yes” to item 43a but did not report the number of LEP students, the ratio of the number of LEP students to the total enrollment for a similar school was used with the enrollment at the school for which item 43b was

incomplete to impute an entry to item 43b (i.e., SCHOOL A item 43b = SCHOOL A ENROLLMENT multiplied by the ratio of SCHOOL B item 43b to SCHOOL B ENROLLMENT).

The table below shows the minimum and maximum percentages of imputed items by survey.

Table 35. Minimum and maximum percentages of imputed items, by survey: 1999–2000

Survey	Stage 1	Stage 2, “sequential nearest neighbor hot deck”	Stage 3, “clerical”
District (SASS-1A)	0.0–22.1	0.0–28.7	0.0–25.0
Principal			
Public (SASS-2A)	0.0–54.3	0.0–9.5	0.0–2.6
Private (SASS-2B)	0.0–6.3	0.0–6.7	0.0–16.7
BIA (SASS-2C)	0.0–67.6	(¹)	0.0–84.7
Public charter (SASS-2D)	0.0–49.8	0.0–9.3	0.0–3.1
School			
Public (SASS-3A)	0.0–24.6	0.0–29.9	0.0–0.7
Private (SASS-3B)	0.0–51.9	0.0–55.3	0.0–7.7
BIA (SASS-3C)	0.0–18.1	(¹)	0.0–40.0
Public charter (SASS-3D)	0.0–44.8	0.0–46.6	0.0–46.6
Teacher			
Public (SASS-4A)	0.0–47.1	0.0–35.5	0.0–3.4
Private (SASS-4B)	0.0–89.2	0.0–56.8	0.0–69.9
BIA (SASS-4C)	0.0–93.4	0.0–16.7	0.0–60.0
Public charter (SASS-4D)	0.0–83.8	0.0–63.9	0.0–52.7
Library media center			
Public (LS-1A)	0.0–59.8	0.0–20.8	0.0–1.6
Private (LS-1B)	0.0–48.6	0.0–25.6	0.0–2.3
BIA (LS-1C)	0.0–46.2	(¹)	0.0–30.8

¹No stage 2 imputation was done.

NOTE: The information in parentheses following the survey name is the SASS questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

The percentage of entries imputed in each stage for items where the response rate was less than 75 percent appear in table 36.

Table 36. Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000

Item ¹	Stage 1	Stage 2, “sequential nearest neighbor hot deck”	Stage 3, “clerical”
District (SASS-1A)			
6a	21.2	4.8	0
6b	22.4	5.3	0
6c	20.6	5.0	0
39c	0	28.7	0
47b	0	25.0	62.5
Public school principal (SASS-2A)			
10a(7)	54.3	0.3	0
10b(5)	53.5	0.7	0
10c(5)	53.5	0.9	0
10g(5)	53.5	1.0	0
BIA school principal (SASS-2C)			
10a(5)	67.6	0	0.9
10b(3)	65.8	0	0.9
10c(3)	65.8	0	1.8
10g(3)	65.8	0	1.8
21i	0	0	84.7
Public charter school principal (SASS-2D)			
10a(7)	49.8	0.4	0.1
10b(5)	49.8	1.6	0
10c(5)	49.8	1.7	0
Public school (SASS-3A)			
9b	25.1	0.6	0
11a(0–9)	2.4	29.9	0
11a(10–20)	2.4	29.9	0
11a(21+)	2.3	29.9	0
32a(PT)	22.1	2.9	0
32b(PT)	24.6	1.3	0
33b	23.5	4.9	0
Private school (SASS-3B)			
8a	25.2	1.0	0
8b	48.1	1.0	0
8c	25.2	1.0	0
8f	51.9	0	0
11(0–9)	2.5	28.5	0
11(10–20)	2.3	28.5	0
11(21+)	2.1	28.5	0
22d	21.6	4.2	0
22e	34.8	4.3	0
29b	0	46.2	7.7
52c	0	25.4	0
52d	0	32.7	0
52e	0	28.4	0
52f	0	25.8	0
55a	0	41.9	0.5
55b	0	45.1	0.5
55c	0	43.5	0.6
55d	0	53.5	0.8
56b	0	55.3	0.6

See notes at end of table.

Table 36. Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000—Continued

Item ¹	Stage 1	Stage 2, “sequential nearest neighbor hot deck”	Stage 3, “clerical”
BIA school (SASS-3C)			
10(0–9)	0	0	33.6
10(10–20)	0	0	34.5
10(21+)	0	0	37.1
30c(4-yr)	0	0	40.0
30c(2-yr)	0	0	33.3
30c(tech)	0	0	40.0
32e	18.1	0	7.8
45a	0	0	28.4
45b	0	0	30.2
45c	0	0	29.3
45d	0	0	28.4
Public charter school (SASS-3D)			
10a	23.4	2.3	0
10b	24.8	2.1	0
10c	22.9	2.2	0
12(0–9)	2.1	35.2	0
12(10–20)	2.1	35.2	0
12(21+)	1.5	35.2	0
18o(y/n)	44.8	11.7	0
18o(importance)	0	27.0	2.4
35b	0	44.4	16.7
38c(4-yr)	9.8	17.1	0
38c(2-yr)	9.0	17.6	0
38c(tech)	18.8	17.6	0
46b	41.5	6.3	0
46c	20.5	6.6	0
54a	0	30.3	0
69d	0	30.6	0.2
69e	0	30.0	0
69f	0	26.0	0
71a	0	31.1	0
71b	0	35.3	0
71c	0	33.0	0
71d	0	39.5	0
72b	0	46.6	0
83b	0	35.5	0
90	0	28.7	0
Public teacher (SASS-4A)			
38(11, code)	25.3	0	2.0
38(11, enrollment)	0.2	25.1	3.0
38(12, code)	27.9	0	2.2
38(12, enrollment)	0.1	27.7	2.8
38(13, code)	31.3	0	2.1
38(13, enrollment)	0.1	31.4	2.9
38(14, code)	33.5	0	2.3
38(14, enrollment)	0.1	33.2	3.1
38(15, code)	36.5	0	2.5
38(15, enrollment)	0.1	35.5	3.5
50e(8)	47.1	4.6	0

See notes at end of table.

Table 36. Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000—Continued

Item ¹	Stage 1	Stage 2, “sequential nearest neighbor hot deck”	Stage 3, “clerical”
Private teacher (SASS-4B)			
4c	0	6.9	69.9
37	89.2	0	0.7
38(8, code)	27.9	0	1.8
38(8, enrollment)	0.3	28.9	1.6
38(9, code)	32.8	0	1.9
38(9, enrollment)	0.2	32.8	1.7
38(10, code)	38.5	0	1.4
38(10, enrollment)	0	38.9	1.4
38(11, code)	43.3	0	1.4
38(11, enrollment)	0	43.3	1.4
38(12, code)	47.4	0	1.3
38(12, enrollment)	0	47.1	1.0
38(13, code)	51.6	0	1.2
38(13, enrollment)	0	51.4	1.2
38(14, code)	55.6	0	1.3
38(14, enrollment)	0	54.0	1.3
38(15, code)	58.2	0	1.4
38(15, enrollment)	0	56.8	1.4
BIA teacher (SASS-4C)			
2	0	0	27.8
11(2nd masters, year)	44.4	0	0
11(CAG, year)	33.3	0	0
37	93.4	0	1.3
38(7, code)	14.8	0	22.2
38(7, enrollment)	0	14.8	22.2
38(8, code)	16.7	0	27.8
38(8, enrollment)	0	16.7	27.8
38(9, code)	0	0	33.3
38(9, enrollment)	0	0	33.3
38(10, code)	0	0	33.3
38(10, enrollment)	0	0	33.3
38(11, code)	0	0	40.0
38(11, enrollment)	0	0	40.0
38(12, code)	0	0	44.4
38(12, enrollment)	0	0	44.4
38(13, code)	0	0	50.0
38(13, enrollment)	0	0	50.0
38(14, code)	0	0	60.0
38(14, enrollment)	0	0	60.0
38(15, code)	0	0	60.0
38(15, enrollment)	0	0	60.0
50e(8)	77.1	6.8	0.8
Public charter teacher (SASS-4D)			
4c	0	0	53.4
37	84.1	0	0.3
38(6, code)	27.2	0	0.9
38(6, enrollment)	0	26.6	1.2
38(7, code)	37.6	0	1.1
38(7, enrollment)	0	36.8	1.6
38(8, code)	45.9	0	1.4
38(8, enrollment)	0	44.8	2.1

See notes at end of table.

Table 36. Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000—Continued

Item ¹	Stage 1	Stage 2, “sequential nearest neighbor hot deck”	Stage 3, “clerical”
Public charter teacher (SASS-4D)—cont.	50.4	0	1.6
38(9, code)	0	48.4	2.4
38(9, enrollment)	53.1	0	3.4
38(10, code)	0	52.2	2.7
38(10, enrollment)	44.0	0	1.5
38(11, code)	0	44.0	2.5
38(11, enrollment)	49.4	0	2.2
38(12, code)	0	48.9	3.3
38(12, enrollment)	57.2	0	1.2
38(13, code)	0	57.2	2.5
38(13, enrollment)	59.9	0	1.3
38(14, code)	0	59.9	2.6
38(14, enrollment)	63.2	0	1.4
38(15, code)	0	63.9	2.8
38(15, enrollment)	48.5	5.2	1.4
50e(8)			
Public library media center (LS-1A)			
6(y/n)	55.6	0.1	0
8	59.6	0.1	0
22d(acquired)	14.8	19.5	0
22e(total)	13.1	13.4	0
Private library media center (LS-1B)			
6(y/n)	42.7	0	0
7(y/n)	31.5	0.2	0
8(y/n)	34.7	0.7	0
9	48.6	0.8	0
22b(total)	1.8	25.6	0.1
22c(total)	10.7	20.9	0.1
22d(acquired)	10.0	23.8	0
22e(total)	22.1	9.6	0
25(medicine)	1.6	23.7	0
25(space)	1.5	24.0	0
25(government)	1.6	24.1	0
25(Europe)	1.6	24.4	0
BIA library media center (LS-1C)			
5(y/n)	36.5	0	0
5(3/4 time)	21.8	0	5.4
5(1/2 time)	20.0	0	5.4
5(<1/2 time)	21.8	0	5.4
5(total)	23.6	0	5.4
6(y/n)	46.2	0	0
7(y/n)	30.8	0	1.0
19b(2)	0	0	30.8
21b(total)	0	0	28.8
21c(total)	0	0	25.0
21d(total)	1.0	0	27.9
21e(total)	1.0	0	27.9

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: A general description of imputation procedures is provided in this chapter (stage 1 is described in section VIII.A.1; stage 2, or the “sequential nearest neighbor hot deck” procedure, is described in VIII.A.2; and stage 3, or clerical imputation, is described in VIII.A.3). Specifics about the imputation procedures used for individual questionnaires are provided in appendix E, Imputation Procedures for Individual Questionnaires. The information in parentheses following the survey name is the SASS questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

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IX. Weighting and Variance Estimation

This chapter describes the weighting processes for the different SASS samples. The general purpose of the weighting is to produce population estimates from the SASS sample data. That process includes adjustment for nonresponse using respondents' data, and adjustment of the sample totals to the frame totals to reduce sampling variability. For each type of SASS questionnaire, the formula for the weight will be presented, along with a brief description of each element of the weight. When computations are done within cells, such as nonresponse adjustments, the cells will be described. Sometimes a cell did not have sufficient sample size to produce a reliable estimate; in such cases, cells were collapsed. The least important variable was always collapsed first, then the second least important variable, etc. The collapsing criteria are also described. Variable categories are defined in appendix F.

The school weight is described in section IX.A. Since the public, BIA, public charter, and private school weights have basically the same structure, they are presented together. They differ in the definition of the cells used to compute the nonresponse adjustment factor and the first-stage ratio adjustment factor (i.e., a factor used to adjust for deficiencies in the sample selected from the frame), and the private school weighting also had one additional factor applied. These cells are described separately within the school weight section. Since the public, BIA, public charter, and private principal weights are similar to the school weights, they are described next. The public district weights are described in section IX.C, and the description includes how district basic weights were computed. The teacher weights are described in section IX.D. Since the public, BIA, public charter, and private school teacher weights have the same structure, they are presented together. They differ only in the definition of the cells used to compute the various weighting factors. These cells are described separately within the teacher weight section. Section IX.E describes the school library weights. Since the public, BIA, and private library weights also have basically the same structure, they are presented together. They differ in the definition of the cells used to compute the various weighting factors, and the private library weighting also had one additional factor applied. These cells are described separately within the library weighting section. In addition, this chapter contains a final section on variance estimation, which describes the preferred methods of estimating sampling errors for SASS.

The distribution of the final weights from each file is provided in table 37.

Table 37. Distribution of final weights, by file: 1999–2000

File	Weight at a given percentile											
	Minimum	1 st	5th	10th	25th	50 th	75th	90 th	95th	99th	Maximum	Mean
District	0.75	0.99	1.00	1.07	1.27	2.03	3.50	5.91	8.25	16.65	76.46	3.09
Public principal	0.84	1.13	1.84	2.27	3.22	5.50	12.13	23.74	31.30	49.13	96.32	9.71
Private principal	0.63	0.82	1.01	1.33	2.98	7.30	13.10	18.68	26.92	48.00	162.61	9.59
BIA principal	1.05	1.05	1.05	1.05	1.07	1.07	1.10	1.10	1.10	1.10	1.10	1.07
Public charter principal	1.02	1.02	1.03	1.03	1.06	1.11	1.14	1.20	1.21	1.25	1.25	1.11
Public school	0.91	1.29	1.94	2.35	3.35	5.69	12.33	23.87	32.40	50.13	110.81	9.93
Private school	0.65	0.78	1.16	1.32	3.16	7.45	13.83	20.27	30.88	55.88	149.26	10.43
BIA school	1.01	1.01	1.01	1.01	1.01	1.01	1.07	1.11	1.11	1.11	1.11	1.03
Public charter school	1.06	1.06	1.06	1.07	1.10	1.14	1.23	1.24	1.26	1.40	1.40	1.16
Public school teacher	1.59	4.72	6.88	10.50	19.98	36.91	83.94	153.83	289.82	463.25	688.00	70.92
Private school teacher	0.96	2.85	6.34	9.07	28.46	55.70	81.72	129.13	155.14	208.12	1,081.45	63.27
BIA school teacher	1.11	1.40	2.02	2.14	3.71	5.68	7.25	8.50	9.79	63.00	73.27	6.31
Public charter school teacher	1.04	1.30	1.67	2.20	3.63	5.35	7.67	10.84	12.34	18.38	29.80	6.14
Public school library	0.89	1.13	1.78	2.19	3.13	5.61	12.25	23.87	32.60	51.51	165.36	9.96
Private school library	0.57	0.83	1.08	1.24	2.64	5.95	11.35	16.43	21.87	38.33	122.00	8.18
BIA school library	1.02	1.02	1.02	1.02	1.02	1.02	1.07	1.11	1.11	1.11	1.11	1.04

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

A. School Weights (School Survey, SASS-3A, -3B, -3C, and -3D)

1. Definition of School Weight

The final weight for the public, BIA, public charter, and private school data is the product of:

(Basic Weight) and (Sampling Adjustment Factor) and (Noninterview Adjustment Factor) and (First-Stage Ratio Adjustment Factor) and (Second-Stage Ratio Adjustment Factor¹⁷)

Where:

Basic Weight is the inverse of the probability of selection of the school.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as splits, mergers, or duplication (e.g., a junior high school and a senior high school merge to become a junior/senior high school).

Noninterview Adjustment Factor is an adjustment that accounts for total school nonresponse. It is the weighted (product of basic weight and sampling adjustment factor) ratio of the total eligible in-scope schools to the total responding in-scope schools within cells.

First-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. For public schools, it is equal to the ratio of the total number of SASS frame noncertainty schools to the weighted sample estimate of the total number of noncertainty schools within each cell in the frame. For private schools, the adjustment is the same, except for the area frame. For the area frame, all schools in the noncertainty PSUs were in sample and there were no universe counts for all noncertainty PSUs. These schools had a factor equal to 1.0. Certainty schools were excluded from the numerator and denominator of this factor and also had their factor set equal to 1.0.

Second-Stage Ratio Adjustment Factor (for private schools only) is a factor that adjusts sample estimates based on an older sampling frame to current independent control counts. For the 1999–2000 SASS, the list frame for private schools was the current 1999–2000 PSS list frame whereas the area frame was based on an older 1997–1998 PSS area frame sample. The second-stage ratio adjustment factor is the ratio of the weighted 1999–2000 PSS estimates of schools to the weighted 1999–2000 SASS sample estimate of schools within each cell.

2. School Weighting Adjustment Cells

School noninterview and first- and second-stage ratio adjustments are computed within cells. The schools are classified into cells based on sampling frame data for the noninterview and first-stage ratio adjustments. For the second-stage ratio adjustment, private schools are classified into cells using questionnaire data.

¹⁷ Private schools only.

For public, BIA, public charter, and private schools, schools selected with certainty were adjusted separately for the noninterview adjustment. This was done due to changes in the variance methodology, which now allows SASS to reflect a variance associated with certainty schools due to nonresponse. See section IX.F for further details on the variance methodology.

a. Public School Adjustment Cells

For public schools (except Native American schools¹⁸), the noninterview adjustment cells were: state by school level by enrollment size class by urbanicity. If the school was a noncertainty school and the noninterview adjustment factor was less than or equal to 1.5 and there were at least 15 interviewed schools in the cell, no collapsing was done. If the school was a certainty school and the noninterview adjustment factor was less than or equal to 2.0 and there were at least five interviewed schools and one noninterviewed school in the cell, no collapsing was done. Otherwise, cells were collapsed in the following order: enrollment size class first, urbanicity second, and school level third.

The first-stage ratio adjustment cells for public schools (still excepting Native American schools) were generally state by school level by urbanicity by enrollment size class. In some states, enrollment size class was not used, and in other states, urbanicity was not used. Specific details are listed in appendix F. If the noninterview adjustment factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. In some cases, these rules were relaxed in order to avoid excessive collapsing. Otherwise, cells were collapsed in the following order: enrollment size class first, urbanicity second, and school level third.

For Native American elementary schools, the noninterview adjustment cells were school level by state (10 “states”) by enrollment size class, while for secondary and combined schools the cells were school level by state (10 “states”). If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 10 interviewed schools in the cell, no collapsing was done. Otherwise, cells were collapsed in the same sequence as in other public schools: enrollment size class first, urbanicity second, and school level third. These collapsing criteria differ from the criteria used for other public schools due to the smaller number of Native American schools.

The first-stage ratio adjustment cells for Native American elementary schools were state (10 “states”) by school level and enrollment size class, while for Native American secondary and combined schools they were state (10 “states”) by school level. If the noninterview adjustment factor was between 0.667 and 1.5 and there were at least 10 noncertainty schools in the cell, no collapsing was done. In some cases, these rules were relaxed in order to avoid excessive collapsing. Otherwise, cells were collapsed in the following order: enrollment size class first, school level second, and state (10 “states”) third.

b. BIA School Adjustment Cells

For BIA schools, the noninterview adjustment cells were by school level and, for elementary schools only, by enrollment size class. If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 10 interviewed schools and 1

¹⁸ Public schools with 19.5 percent or more Native American students.

noninterviewed school in the cell, no collapsing was done. Otherwise, cells were collapsed in the same order as in public schools: enrollment size class first, urbanicity second, and school level third. The collapsing criteria differ from the criteria used for public schools due to the smaller number of BIA schools and the selection with certainty. These conditions made collapsing less desirable.

There was no first-stage ratio adjustment for BIA schools because they were all certainty schools.

c. Public Charter School Adjustment Cells

For public charter schools, the noninterview adjustment cells were school level by state (14 “states”) by enrollment size class. If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 10 interviewed schools and 1 noninterviewed school in the cell, no collapsing was done. Otherwise, cells were collapsed in the same sequence as in public and BIA schools: enrollment size class first, urbanicity second, and school level third. The collapsing criteria differ from the criteria used for public schools due to the smaller number of public charter schools and the selection with certainty. These conditions made collapsing less desirable.

There was no first-stage ratio adjustment for public charter schools because they were all certainty schools.

d. Private School Adjustment Cells

For private list frame schools, the noninterview adjustment cells were defined based on eight different tables. The first table included only schools that were selected with certainty. These schools were classified into cells based on affiliation, school level, and enrollment size class. If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 15 schools in the cell and there was at least 1 noninterviewed school in the cell, no collapsing was done. If collapsing occurred, enrollment size class was collapsed first, school level second, and affiliation third.

The Catholic and All Else affiliations were placed in separate tables. The cell classification for these schools was based on urbanicity by school level by enrollment size class. If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing was done, enrollment size class was collapsed first, urbanicity second, and school level third. There was no collapsing across affiliations.

For the other five tables, the remaining 18 affiliations were grouped based on similarities in enrollment size class categories within school level. If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing was done, enrollment size class was collapsed first, school level second, and affiliation last.

For private area frame schools, the noninterview adjustment cells were classified by 3-level typology by school level by enrollment size class. If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 15 schools in the cell, no collapsing was necessary. If collapsing was needed, enrollment size class was

collapsed first, school level second, and 3-level typology last. This collapsing order was determined to be in reverse order of importance to the survey.

For the first-stage ratio adjustment, list frame schools were classified into cells based on affiliation by school level. Again, urbanicity was used to define the cells for the Catholic and All Else affiliations. If the noninterview adjustment factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed first by urbanicity for Catholic and All Else affiliations, followed by school level and affiliation. See appendix F for specific details about variable categories.

There was no first-stage ratio adjustment for area frame schools since, within frame, they were all selected with certainty.

For the second-stage ratio adjustment factor, the cells (list and area) were defined using 14 different tables. Affiliation 2 (Catholic) was split into three tables, one for each Catholic category (categories 1–3 of the 9-level typology variable). Within each table, ratio adjustment cells were by school level and enrollment size class. Collapsing took place on enrollment size class first, then school level. Affiliations 1 (Military) and 20 (All Else) were split into six tables, one for each non-Catholic category (categories 4–9 of the 9-level typology variable). Within each table, ratio adjustment cells were by school level and enrollment size class. For category 4 of the 9-level typology variable (Conservative Christian), collapsing took place on enrollment size class first, school level second, and affiliation third. For the other 9-level typology categories, collapsing took place on school level first, enrollment size class second, and affiliation third. The other affiliations (3–19) were divided into five tables, where cells were defined by enrollment size class and school level within affiliation. Collapsing occurred on enrollment size class first, school level second, and affiliation third. Generally, if the factor was between 0.667 and 1.5 and there were at least 15 schools in the cell, no collapsing was done. The collapsing rules were altered in some instances to reduce the amount of collapsing. See appendix F for specific details about variable categories.

B. School Principal Weights (School Principal Survey, SASS-2A, -2B, -2C, and -2D)

The public, BIA, public charter, and private school principal weighting was done the same way as the school survey weighting described above. Since the respondents for each of the principal surveys and the corresponding school surveys could be different, the weighting process was done separately for each survey. The sum of the principal weights may not equal the sum of the school weights because some schools do not have principals.

C. Public School District Weight (School District Survey, SASS-1A)

1. Definition of District Weight

The final weight for the public school district data is the product of:

(Basic Weight) and (Sampling Adjustment Factor) and (District Noninterview Factor) and (Frame Ratio Adjustment Factor)

where:

Basic Weight is the inverse of the probability of selection of the district. Note: Districts were not selected directly, so the computation of this probability is rather complex. See section IX.C.2 for more details.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the district's probability of selection, such as a merger, split, or duplication. For example, if two districts consolidated into one, the consolidated district's basic weight should reflect the two probabilities of selection.

Noninterview Adjustment Factor is an adjustment that accounts for total district nonresponse. It is the weighted (product of the basic weight and sampling adjustment factor) ratio of total eligible in-scope districts to the total responding in-scope districts, computed within cells. Separate noninterview adjustment factors were computed for the district for Hawaii, the district for the District of Columbia, and all districts whose student enrollments were much higher than those of other districts in the same state (identified by a large district flag), and these records were excluded from the collapsing process. It was felt the large districts may have skewed the noninterview adjustment factors if they were combined with districts with much lower student enrollments. Hawaii and the District of Columbia each have only one district, so no within state collapsing is possible.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. It is the ratio of the total number of noncertainty districts in the frame to the weighted sample estimate of the total number of noncertainty districts in the frame, computed within cells. Certainty districts were assigned a factor of 1.0.

Noninterview and frame ratio adjustments are computed within cells. The noninterview adjustment cells were: state by district enrollment size class by metro status code. If the noninterview adjustment factor was less than 1.5 and there were at least 10 districts in the cell, no collapsing was done. Otherwise, cells were collapsed (metro status code first and district enrollment size class second in some states, district enrollment size class then metro status code in other states). Specific details of the cell definitions are listed in appendix F.

The frame adjustment cells were the same as the noninterview adjustment cells. If the noninterview adjustment factor was between 0.667 and 1.5 and there were at least 10 noncertainty districts in the cell, no collapsing was done. Otherwise, cells were collapsed: metro status code first and district enrollment size class second in some states, with district enrollment size class first and metro status code second in other states. Collapsing criteria were also altered in some states in order to reduce the amount of collapsing.

2. Calculation of District Basic Weights

Given the complexity of the sampling scheme, the calculation of the district basic weights is not straightforward. There are two situations that need discussion: the districts outside Delaware, Nevada, and West Virginia, and the districts in those three states, which are all certainty districts.

a. *Districts outside Delaware, Nevada, and West Virginia*

The district sample was not selected directly through a district frame. Instead, the districts were selected through the school (i.e., the districts associated with the school

sample comprised the district sample). The basic weight, therefore, is more complicated than normal.

Since schools were stratified by school level (elementary, secondary, and combined), and by type (Native American, other public) the probability of selection for district k , $P_k(\text{sel})$ can be written as follows:

$$P_k(\text{Sel})=1-\left[\left(1-P_k(\text{NAI,ELM})\right)\left(1-P_k(\text{NAI,SEC})\right)\right. \\ \left.\left(1-P_k(\text{NAI,COM})\right)\left(1-P_k(\text{PUB,ELM})\right)\left(1-P_k(\text{PUB,SEC})\right)\right. \\ \left.\left(1-P_k(\text{PUB,COM})\right)\right]$$

where: $P_k(\text{NAI,ELM})$ is the probability of selecting district k which contains schools that are classified as elementary and Native American. This equals the sum of the school selection probabilities for the schools that are Native American, elementary, and in district k . If the sum is greater than 1.0, then $P_k(\text{NAI,ELM})$ is set equal to 1.0.

$P_k(\text{NAI,SEC})$ is the probability of selecting district k which contains schools that are classified as secondary and Native American. This equals the sum of the school selection probabilities for the schools that are Native American, secondary, and in district k . If the sum is greater than 1.0, then $P_k(\text{NAI,SEC})$ is set equal to 1.0.

$P_k(\text{NAI,COM})$ is the probability of selecting district k which contains schools that are classified as combined and Native American. This equals the sum of the school selection probabilities for the schools that are Native American, combined, and in district k . If the sum is greater than 1.0, $P_k(\text{NAI,COM})$ is set equal to 1.0.

$P_k(\text{PUB,ELM})$ is the probability of selecting district k which contains schools that are elementary and not Native American. This equals the sum of the school selection probabilities for the schools that are not Native American, are elementary, and are in district k . If the sum is greater than 1.0, then $P_k(\text{NAI,ELM})$ is set equal to 1.0.

$P_k(\text{PUB,SEC})$ is the probability of selecting district k which contains schools that are secondary and not Native American. This equals the sum of the school selection probabilities for the schools that are not Native American, are secondary, and are in district k . If the sum is greater than 1.0, then $P_k(\text{PUB,SEC})$ is set equal to 1.0.

$P_k(\text{PUB,COM})$ is the probability of selecting district k which contains schools that are combined and not Native American. This equals the sum of the school selection probabilities for the schools that are not Native American, are combined, and are in district k . If the sum is greater than 1.0, then $P_k(\text{PUB,COM})$ is set equal to 1.0.

Note that $1/P_k(\text{sel})$ equals the basic weight.

b. *Districts in Delaware, Nevada, and West Virginia*

The basic weight is 1.0 for all districts in Delaware, Nevada, and West Virginia since all districts in these three states were guaranteed being selected for sample. Their status as certainty districts is due to a simulation study done in 1988 to assess the reliability of SASS district estimates for all states. The simulation study found that standard errors from Delaware, Nevada, and West Virginia were very high relative to the district sampling rate (i.e., coefficients of variation of 5 to 20 percent with 90 percent of districts in sample). To reduce the standard error, all districts from these three states were defined as school sampling strata, which placed all the districts in the district sample, and reduced the standard error to zero.

D. School Teacher Weight (School Teacher Survey, SASS-4A, -4B, -4C, and -4D)

1. Definition of Teacher Weight

The final weight for public, BIA, public charter, and private school teachers is the product of:

(Basic Weight) and (School Sampling Adjustment Factor) and (Teacher Sampling Adjustment Factor) and (School Noninterview Adjustment Factor) and (Teacher-within-school Noninterview Adjustment Factor) and (Frame Ratio Adjustment Factor) and (Teacher Adjustment Factor)

where:

Basic Weight is the inverse of the probability of selection of the teacher.

School Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school’s probability of selection, such as a merger, split, or duplication.

Teacher Sampling Adjustment Factor is an adjustment that accounts for the experienced teachers from non-BIA/non-public charter schools who were subsampled out during mail nonresponse follow-up. Subsampling was necessary because the nonresponse follow-up workload was considerably higher than expected, overwhelming available interviewing resources. If a teacher who was subject to the subsampling process subsequently returned a questionnaire by mail, he/she was excluded from the subsampling process and was processed along with other interviewed teacher records. Records subsampled out and not returning a questionnaire by mail were excluded from the sample. Records subsampled in and not returning a questionnaire by mail were kept in the sample and had an appropriate teacher sampling adjustment factor applied.

School Noninterview Adjustment Factor is an adjustment that accounts for schools that did not have teachers selected because TLFs were not provided by the school. It is the weighted (the product of the school basic weight and the school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells.

Teacher-within-school Noninterview Adjustment Factor is an adjustment that accounts for sampled teachers that did not respond to the survey. It is the weighted (product of all

previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals of number of teachers. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of teachers to the weighted (product of all previously defined components) sample estimate of the total number of teachers. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For public schools, the 1997–1998 CCD was used as the frame and the teacher counts were in terms of FTEs. For private schools, the 1997–98 PSS was used as the frame and teacher counts were in terms of headcounts.

Teachers from certainty schools were assigned a factor of 1.0.

Teacher Adjustment Factor is a factor that adjusts for the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher sample files. It is the ratio of the weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher estimates from the teacher file will agree with the corresponding teacher aggregates from the school file (after imputation) since the teacher file counts are being adjusted to agree with the school counts.

The school nonresponse adjustments, the teacher within-school noninterview adjustments, the frame ratio adjustments, and the teacher adjustments are computed within cells. The cells for the frame ratio adjustments are the same as those used in the school weight. The cells for the frame adjustments are described in section IX.A.2, School Weighting Adjustment Cells.

2. Teacher Weighting Adjustment Cells

a. *Public, BIA, and Public Charter School Teacher Adjustment Cells*

For public, BIA, and public charter schools, the school noninterview adjustment cells were the same as those used for the noninterview adjustment cells in the school weight. The collapsing criteria were also the same as those used in the school noninterview adjustment in the school weight.

The teacher-within-school noninterview adjustment cells were: state by wave (data from waves 2 and 3 were processed together) by subject matter taught by teacher strata by urbanicity (only for new and experienced teachers). Subject matter taught and teacher strata were obtained from the data provided on the TLF. If the teacher-within-school noninterview adjustment factor was less than 1.5 and there were at least 15 teachers in the cell, no collapsing was done. Otherwise, cells were collapsed (subject matter taught first, urbanicity second—when applicable, and teacher strata third.)

The frame ratio adjustment cells were the same as those used for the public school first-stage ratio adjustment in the school weighting. The collapsing criteria were also the same as those used in the school first-stage ratio adjustment in the school weighting.

The teacher adjustment cells for public and public charter schools were state by school level by enrollment size class by teaching status. For BIA schools, cells were school level by enrollment size class by teaching status. Teacher adjustment factors were defined using data from the school surveys for the numerator and from the teacher surveys for the denominator. In all cases, if the factor was between 0.667 and 1.5, and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (teaching status first, enrollment size class second, and school level third).

b. Private School Teacher Adjustment Cells

For private list frame schools, the school noninterview adjustment cells were the same as those used for the noninterview adjustment cells in the school weight. The collapsing criteria were the same as those used in the noninterview adjustment in the school weight.

For private schools found on the area frame, the school noninterview adjustment cells were 3-level typology by school level by number of teachers. If the school noninterview adjustment factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing occurred, teacher size class was collapsed first, school level was collapsed second, and 3-level typology was collapsed last.

The teacher-within-school noninterview adjustment cells for teachers from private list frame schools were: affiliation by subject matter taught by experience level. Urbanicity was additionally used to define cells in the Catholic and All Else affiliations. Subject matter taught and experience level were obtained from the data provided on the TLF. If the teacher-within-school noninterview adjustment factor was less than 1.5 and there were at least 15 teachers in the cell, no collapsing was done. If collapsing occurred, urbanicity was collapsed first (for Catholic and All Else affiliations), experience level was collapsed second, subject matter taught was collapsed third, and affiliation was collapsed last.

The teacher-within-school noninterview adjustment cells for teachers from private area frame schools were 3-level typology by subject matter taught by experience level. If the teacher-within-school noninterview factor was less than 1.5 and there were at least 15 teachers in the cell, no collapsing was done. If collapsing was done, experience level was collapsed first, subject matter taught was collapsed second, and 3-level typology was collapsed last.

The frame ratio adjustment cells only applied to teachers from private school list frame schools, and they were the same as those used in the private school first-stage ratio adjustment in the school weighting. The collapsing criteria were also the same as those used in the first-stage ratio adjustment in the school weighting.

For the teacher adjustment factor, the list and area frame private school teachers were combined. The teacher adjustment cells were affiliation by school level by teaching status. Teacher adjustment factors were defined using data from the school surveys for the numerator and from the teacher surveys for the denominator. If the teacher adjustment factor was between 0.667 and 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (teaching status first, school level second, and affiliation third).

E. School Library Weight (School Library Media Center Survey, LS-1A, -1B, and -1C)

SASS school library data are used to estimate the characteristics of schools with libraries as well as schools without libraries. Whenever possible, sample schools with libraries and sample schools without libraries are adjusted separately. This is done to study the characteristics of each type of school. When it is not possible to adjust the library weights by the type of school, all sample libraries and schools without libraries are adjusted as a whole.

1. Definition of School Library Weight

The final weight for the public, BIA, and private school library data is the product of the following:

(School Basic Weight) and (Library Subsampling Factor) and (Sampling Adjustment Factor) and (Library Type A Noninterview Adjustment Factor) and (Library Type B Noninterview Adjustment Factor) and (First-Stage Ratio Adjustment Factor) and (Second-Stage Ratio Adjustment Factor)

where:

School Basic Weight is the inverse of the probability of selection of the school.

Library Subsampling Factor is an adjustment that accounts for the subsampling of the SASS sample libraries during the nonresponse follow-up phase of the library survey. Subsampling was necessary due to the higher than expected mail nonresponse, overwhelming available resources. If a library was subject to the subsampling process but subsequently returned a questionnaire by mail, it was excluded from the subsampling process and was processed along with other interviewed libraries. Records subsampled out and not returning a questionnaire by mail were excluded from the sample. Records subsampled in and not returning a questionnaire by mail were kept in the sample and had an appropriate library sampling adjustment factor applied.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as splits, mergers, or duplication. This is the same factor as applied to the SASS school sample.

Type A Noninterview Adjustment Factor is an adjustment that accounts for schools that were general refusals or could not be contacted and the library status was not known. Because it was not clear if the school had a library or not, this factor adjusts all schools (with and without libraries) together. It is the weighted (product of the basic weight and the subsampling factor and the sampling adjustment factor) ratio of the total in-scope interviewed libraries plus the total in-scope noninterviewed libraries to the total in-scope interviewed libraries.

Type B Noninterview Adjustment Factor is an adjustment that accounts for library nonrespondents. Given that schools with libraries were able to be distinguished from schools without libraries, this adjustment is made separately for SASS sample schools with and without libraries.

Schools with libraries: This adjustment is the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor and

the type A noninterview adjustment factor) ratio of the interviewed libraries plus the noninterviewed libraries to the interviewed libraries.

Schools without libraries: This adjustment is the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor and the type A noninterview adjustment factor) ratio of the interviewed schools without libraries plus the noninterviewed schools without libraries to the interviewed schools without libraries.

First-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. The adjustment is equal to the ratio of the total number of noncertainty schools in the 1999–2000 SASS school frame that were eligible for the library survey to the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor) library sample estimate of the total number of noncertainty schools within each cell. Certainty schools were excluded from the computation, and they were assigned an adjustment factor of 1.0.

Second-Stage Ratio Adjustment Factor (for private school libraries only) is a factor that adjusts the library sample estimates to independent control counts, the 1999–2000 PSS. This adjustment is equal to the ratio of the total interviewed schools in the 1999–2000 PSS to the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor and the type A noninterview adjustment factor and the type B noninterview adjustment factor and the first-stage ratio adjustment factor) library sample estimate of the total number of sample libraries (interviewed libraries and interviewed schools without libraries) within each cell. Interviewed libraries and interviewed schools without libraries from both the list and area frames were included in this adjustment.

2. School Library Adjustment Cells

Public charter schools were not a part of the library survey.

a. Public School Library Adjustment Cells

Library noninterview and ratio adjustments are computed within cells.

For public schools, except certainty and Native American schools, the Type A and Type B noninterview adjustment cells were state by school level by enrollment size class by urbanicity. If the noninterview adjustment factor was less than or equal to 1.5 and there were at least 15 interviews in the cell, no collapsing was done. Otherwise, cells were collapsed in the following order: enrollment size class, urbanicity, and school level.

For certainty schools, the Type A and Type B noninterview adjustment cells were state or region (depending on the number of certainty schools contained in the region) by school level. If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 5 interviews and at least 1 noninterview in the cell, no collapsing was done. Otherwise cells were collapsed (school level first and state or region second).

For public schools, except Native American schools, the first-stage ratio adjustment cells were state by school level by urbanicity. If first-stage ratio adjustment

factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first and school level second).

For Native American elementary schools, the Type A and Type B noninterview adjustment cells were state (10 “states”) by school level by enrollment size class; while the secondary and combined schools cells were state (10 “states”) by school level. If noninterview adjustment factor was less than or equal to 2.0 and there were at least 10 interviews in a cell, no collapsing was done. Otherwise cells were collapsed (enrollment size class first, school level second, and state third).

The Native American school first-stage ratio adjustment cells were the same as the noninterview adjustment cells, state by school level by enrollment size class (elementary schools only). If the first-stage ratio adjustment factor was between 0.667 and 1.5 and there were at least 10 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, school level second, and state third).

b. BIA School Library Adjustment Cells

Library noninterview and ratio adjustments are computed within cells.

For BIA schools, the Type A and Type B noninterview adjustment cells were by school level and, for elementary schools only, by enrollment size class. If the noninterview adjustment factor was less than or equal to 2.0 and there were at least 10 interviews and at least 1 noninterview in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first and school level second).

c. Private School Library Adjustment Cells

Library noninterview and ratio adjustments are computed within cells.

For private school noncertainty libraries from the list frame, the Type A and Type B noninterview adjustment cells were the 20 affiliations by school level by enrollment size class. The Catholic and All Else affiliations additionally used urbanicity to define cells. If the noninterview adjustment factor was less than 2.0 and there were at least 15 interviews in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, urbanicity second for the Catholic and All Else affiliations, school level third, and affiliation last).

For private school certainty libraries from the list frame, the Type A and Type B noninterview adjustment cells were the 15 affiliations that contained certainty libraries by school level by enrollment size class. If the noninterview adjustment factor was less than 2.0 and there were at least 15 interviews and at least 1 noninterview in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, school level second, and affiliation third).

For private school libraries from the area frame, the Type A and Type B noninterview adjustment cells were 3-level typology by school level by enrollment size class. If the noninterview adjustment factor was less than 2.0 and there were at least 15

interviews in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, school level second, and 3-level typology third).

The first-stage ratio adjustment cells for private school libraries from the list frame were affiliation by school level by urbanicity (Catholic and All Else only). If first-stage ratio adjustment factor was between 0.667 and 1.5 and there were at least 15 libraries in the cell, no collapsing was done. Otherwise, collapsing was done (school level first, urbanicity second for the Catholic and All Else affiliations, and affiliation third).

For private school libraries from both the list and area frames, the second-stage ratio adjustment cells were affiliation by school level by enrollment size class. Cells were defined based on survey data. If the second-stage ratio adjustment factor was between 0.667 and 1.5 and there were at least 15 libraries in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, school level second, and affiliation last).

F. Variance Estimation

In surveys with complex sample designs, such as SASS, direct estimates of the sampling errors assuming a simple random sample will typically underestimate the variability in the estimates. The SASS sample design and estimation included procedures that deviate from the assumption of simple random sampling, such as stratifying the school sample, oversampling new school teachers, and sampling with differential probabilities.

The preferred methods of calculating sampling errors to reflect these aspects of the complex sample design of SASS are, in this order,

- replication method,
- Taylor series linearization method; and
- design effects.

These methods are described in the subsections below.

1. Replication Method

Replication methods involve constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic (Wolter 1985). The replicate weights are used to compute the variance of a statistic, Y , as given below.

$$\text{Variance } (Y) = \frac{1}{n} \sum_r (Y_r - Y)^2$$

Where: Y_r = the estimate of Y using the r^{th} set of replicate weights
 n = the number of replicates

The SASS surveys completed before 1993 used a procedure known as balanced repeated replication (BRR) for the calculation of sampling variance. BRR assumes sampling is done with replacement, and hence, BRR does not reflect the increase in precision due to sampling a large proportion of a finite population. For most surveys, where the sampling rates are small, the

increase in precision will be small and can safely be ignored. However, with the SASS, the public surveys (school, administrator, school district, teacher, and library) are designed to produce reliable state estimates. This necessarily implies large sampling rates, which can lead to very large overestimates of variance with BRR. Likewise, the private sector surveys (school, administrator, teacher and library) are designed to produce detailed private association estimates, which also imply large sampling rates, and consequent overestimation of variance with BRR.

It is possible to adjust the BRR to include a finite population correction (FPC). However, since SASS uses a PPS systematic selection procedure, it is not clear what the appropriate FPC would be. It is even possible for an appropriate FPC to be greater than one. (See Kaufman 2001.)

To overcome this limitation, a bootstrap variance estimator was implemented for the 1993–1994 SASS and its role was expanded in the 1999–2000 SASS. The bootstrap variance estimator was used for public schools, private list frame noncertainty schools, and public school districts in 1993–1994. The 1999–2000 bootstrap variance estimator was modified from the 1993–1994 estimator to increase its stability. In 1999–2000, an additional bootstrap estimator was also used for public schools and private list frame certainty schools. The bootstrap variance reflects the increase in precision due to large sampling rates because the bootstrap is done systematically without replacement, as was the original sampling. Thus, the bootstrap estimate should better reflect the effect of high sampling rates.

The idea behind bootstrap variance estimation is to use the distribution of the sample weights to generate a bootstrap frame. A series of bootstrap samples of a prespecified bootstrap sample size can be selected from the bootstrap frame, respective replicate weights computed, and variances estimated with standard BRR software. In SASS, this process is repeated for a number of independent samples which are selected according to the SASS sample design, and using variables from the frame. A true estimate of the variance is computed with these independent samples. Given the true variance estimate, the bootstrap stratum sample sizes are chosen to get as close as possible to the true stratum variance estimates. Once the bootstrap stratum sample sizes are determined, bootstrap samples and replicate weight are generated for the actual fielded sample using these bootstrap stratum sample sizes. This process indirectly generates an appropriate FPC. For further details, see Kaufman (1998). The bootstrap replicate basic weights (inverse of the probability of selection) generated for the fielded sample were subsequently reweighted by processing each set of replicate basic weights through the weighting procedure described in this chapter.

With the introduction of the charter schools, the number of certainty units increased dramatically. Because of that, it was decided to treat nonresponse as a stage of sample selection. For certainty schools, this allowed for the reflection of a variance component that otherwise would be regarded as a bias. (See chapter IV, Sample Design and Implementation, for a discussion of the public and private schools selected with certainty.) The nonresponse sampling model is:

- For noncertainty schools, nonresponse is considered a nested random process within selected PSUs. Within appropriately defined cells, it is assumed nonresponse follows a “missing at random” process.
- For certainty schools, nonresponse is considered the first stage of selection. It is assumed that this process follows a simple random sample without replacement model within appropriately defined cells. The frame size for this selection is assumed to be the number of selected certainty schools in the cell and the sample size is the number of responding certainty schools in the cell.

This procedure also allows for correctly estimating variances for school-based estimates that use school teacher averages generated from the SASS teacher file.

To be consistent with the bootstrap procedures described above, the nonresponse modeling of certainty schools was reflected through an appropriately defined bootstrap procedure. For more details on the bootstrap methodology and how it applies to SASS, see Efron (1982), Kaufman (1992, 1993, 1994, 1998, and 2001) and Sitter (1990).

Each SASS data file includes a set of 88 replicate weights designed to produce variance estimates. Replicate weights were created for each of the 88 samples using the same estimation procedures used for the full sample and are included in the data files, as shown in the following table. Most of the replicate weights were produced using a bootstrap procedure. Details about how the replicates were formed for each type of questionnaire are provided in section IX.F.4.

Table 38. Full sample weights and replicate weights: 1999–2000

Respondent	Full sample weight	Replicate weights
District	DFNLWGT	DREPWT1–DREPWT88
Principal	AFNLWGT	AREPWT1–AREPWT88
School	SFNLWGT	SREPWT1–SREPWT88
Teacher	TFNLWGT	TREPWT1–TREPWT88
School library media center ¹	MFNLWGT	MREPWT1–MREPWT88

¹ Library media center data are available only on the restricted-use data files.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

As described above, the replicate weights are used to compute the variance of a statistic, Y , as given below.

$$\text{Variance} (Y) = \left(\frac{1}{88} \right) \sum_{r=1}^{88} (Y_r - Y)^2$$

Where: Y_r = the estimate of Y using the r^{th} set of replicate weights and the number of replicates is 88 for SASS.

Analysis of the bootstrap replicate basic weights revealed that approximately 5 percent of public and private school replicate weights and approximately 6 percent of the LEA replicate weights fell outside a 95 percent confidence interval. These are nearly the expected 5 percent, indicating the bootstrap replicate weights are close to normally distributed.

The computation of sampling errors using these replicate weights can be done easily using one of the following software: WesVar Complex Samples Software, SUDAAN (Research Triangle Institute 2001), or AM Statistical Software.¹⁹

- **WesVar**²⁰—The user needs to create a new WesVar data file by specifying the full sample weight variable and the replicate weight variables as defined in table 38, and the

¹⁹ STATA does not currently include a command that allows estimating standard errors using replicate weights, but there is a user-written module to compute estimates with survey replication (SVR) based standard errors, including BRR. To install it, type “net search svr” on the command line and follow the link that appears in the STATA results window. Information on obtaining STATA is available at <http://www.stata.com>.

replication method (BRR). The replicate weights and the full sample weight can be highlighted and dragged to their appropriate place on the “New WesVar Data File” window.

- **SUDAAN**²¹—The user needs to specify the sample design as a “Balanced Repeated Replication” design as well as specifying the replicate weight variables (table 38). Specifying the sample design (DESIGN=BRR) is done in the procedure call statement (e.g., PROC DESCRIPT DESIGN=BRR;). The specification of the replicate weights is done with the REPWGT statement (e.g., to produce sampling errors for estimates from the Principal file use the statement: REPWGT AREPWT1-AREPWT88;).
- **AM**²²—The user needs to set the replicate weights along with the replication method using the right-click context menu in the variable list window. Once the “Set Replicate Weights” window is displayed, the replicate weights as identified in table 38 can be highlighted and dragged into the window. At the bottom of the window are four options for replication method; BRR should be selected.

2. Taylor Series Linearization Method

Note: The Taylor series linearization method **cannot** be used with the public-use data files.

Using a Taylor series linearization method is another approach to estimating sampling errors for complex sample designs. With the exception of the district file, all the SASS restricted-use data files include appropriately defined variables that allow the calculation of variances using Taylor series expansion. The district file does not include these variables since districts are not selected directly in the SASS sampling methodology but are pulled into sample from the public school. The three Taylor series variables are:

- TAYSTRAT—the variance stratum;
- TAYSAMPN—the number of sample units selected within each variance stratum; and
- TAYPOPN—the population of the variance stratum.

Note: The stratum information included in the TAYSTRAT variable provides information for Taylor series variance estimation methods when using the SASS files. Because of the number of strata required for the SASS sample design, subsetting the SASS data may result in strata with only one sampled respondent and prevent the software from providing estimates. In such a situation, strata must be collapsed. It is recommended that the stratum with only one sampled response be collapsed with the stratum number closest to it because units are arranged by selection order.

Some software packages allow for specification of the type of sample design in the variance estimates computation. TAYSTRAT defines the strata used in the variance estimates computation. The software may use TAYSAMPN and TAYPOPN as provided on the files, while other software requires the user to define a sampling rate, which is TAYSAMPN/TAYPOPN.

²⁰ The current version of WesVar is available from Westat. Information can be obtained at <http://www.westat.com/wesvar>. A previous version, WesVarPC (version 2.12), is available free of charge at that website. Note: Version 2.12 of WesVarPC is no longer being updated or revised.

²¹ The current version of SUDAAN is available from the Research Triangle Institute. Information on obtaining SUDAAN can be found at <http://www.rti.org/sudaan>.

²² The current version of AM is available from the American Institutes for Research. AM is freeware and can be downloaded at <http://am.air.org>.

This sampling rate is used to perform the finite population correction. For the teacher files, the finite population correction as defined here is not appropriate; it is recommended that no finite population correction be applied for teacher files.

Five different software packages (AM, SAS, SUDAAN, STATA, and SPSS) use the Taylor expansion method to estimate sampling errors based on complex sample designs. For stratified samples, the procedure pools stratum variance estimates to compute the overall variance estimate.

- **AM**²³—The user needs to define the CLUSTER, STRATA, and WEIGHT variables using the “Edit Metadata” option on the right-click context menu in the variable list window. Once the “Edit Metadata” window is displayed, the appropriate design role is specified for each of the three variable types mentioned above.
- **SAS**²⁴ version 8 or higher—Users will need to employ the SURVEYMEANS procedure, which uses the Taylor expansion method to estimate sampling errors based on complex sample designs. For stratified samples, the procedure pools stratum variance estimates to compute the overall variance estimate. However, the stratification variables are not available on the public-use file.
- **SUDAAN**²⁵—The user should specify the sample design as a “Without Replacement” design (DESIGN=WOR) in the procedure call statement (e.g., PROC DESCRIPT DESIGN=WOR;).
- **STATA**²⁶—A variety of estimation procedures are available using the SVY commands. Prior to using the SVY procedures in version 8 or higher, the user must specify a variable containing the sampling weights, strata, and PSU identifier variables. For the SAS files, these variables should be specified as follows: pweight=(‘final weight for file’), (strata=TAYSTRAT) (psu=CNTLNUM).
- **SPSS**²⁷ version 12 or higher—The user will need to employ the Complex Samples module, which uses the Taylor expansion method to estimate sampling errors based on complex sample designs. The user must specify the analysis, strata, cluster, and sample weight variables using the Analysis Preparation Wizard prior to running any analysis in the Complex Samples module.

3. Approximate Sampling Errors

Direct computation of the standard errors is always recommended. It is particularly important when the statistical significance of statements would be affected by small differences in the estimated standard errors. Nonetheless, although calculating the sampling errors using the replication method or the Taylor series linearization method is preferred, simple approximations of the sampling errors may be valuable for some purposes. One such approximation is discussed below.

Popular statistical software packages may not compute standard errors of the estimates by taking into account complex sample designs, but assume the data are from a simple random

²³ The current version of AM is available from the American Institutes for Research. AM is freeware and can be downloaded at <http://am.air.org>.

²⁴ The current version of SAS is available from the SAS Institute. Information can be obtained at <http://www.sas.com>.

²⁵ The current version of SUDAAN is available from the Research Triangle Institute. Information on obtaining SUDAAN can be found at <http://www.rti.org/sudaan>.

²⁶ Information on obtaining STATA is available at <http://www.stata.com>.

²⁷ The current version of SPSS is available from SPSS. Information can be obtained at <http://www.spss.com>.

sample design. The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect (designated as *DEFF*). For any statistical estimator (for example, a mean or a proportion), the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples. The following formulas define the design effect and consequent use of the design effect to calculate the standard error:

$$DEFF = \frac{(se_{DESIGN})^2}{(se_{SRS})^2} \quad (1)$$

$$se_{DESIGN} = se_{SRS} \times \sqrt{DEFF} \quad (2)$$

where se_{DESIGN} designates the standard error of an estimate calculated by taking into account the complex nature of the survey design, and se_{SRS} designates the standard error of the same estimate calculated as if the survey design was a simple random sample. One may think of this ratio as a measure of the efficiency of the actual design.

In SASS, the DEFF is typically greater than one due to the clustering of the sample and the differential weights attached to the observations. Since SASS has such a large number of variables it is not feasible to calculate the DEFF for every variable and every type of estimate. Empirical studies (e.g., Synectics for Management Decisions 1992) have shown that appropriately formed groups of SASS statistics tend to have similar design effects. Therefore, it is sufficient that the design effects be computed for at least some group of key variables and some basic statistics. The average of these design effects can be considered as a measure of the efficiency of the survey design compared to the alternative simple random sampling for those types of statistics. For the 1999–2000 SASS, accordingly, an average design effect was derived for a group of variables (see appendix G for list of variables and variable by variable design effects) for each type of statistic (table 39) for each of the four regions (Northeast, Midwest, South, and West). Tables 40 through 44 present the resulting average design effects for the each of the five types of SASS surveys. Examples of how to use these tables are provided in the following sections.

Table 39. Types of statistics for which design effects were calculated: 1999–2000

Survey	Type of statistic	Survey	Type of statistic
District (SASS-1A)	Student total	Teacher (SASS-4A, -4B, 4C, and -4d)	Teacher total
	Student average		Teacher average
	Teacher total		Teacher proportion
	Teacher average		
Principal (SASS-2A, -2B, -2C, and -2D)	District proportion	Library media center (LS-1A, -1B, and -1C)	Library total
	Principal total		Library average
	Principal average		Library proportion
School (SASS-3A, -3B, -3C, and -3D)	Principle proportion		
	Student total		
	Student average		
	Teacher total		
	Teacher average		
	School proportion		

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 40. Average design effects for the district survey, by region: 1999–2000

School district survey/region	Average design effect				District proportion
	Student total	Student average	Teacher total	Teacher average	
Northeast	0.07	0.08	0.25	0.25	1.94
Midwest	0.10	0.11	0.14	0.14	2.23
South	0.06	0.07	0.10	0.10	3.01
West	0.04	0.03	0.05	0.04	5.06

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 41. Average design effects for the principal surveys, by region: 1999–2000

School principal survey/region	Average design effect		
	Principal total	Principal average	Principal proportion
Public (SASS-2A)			
Northeast	1.44	1.97	1.87
Midwest	1.68	1.54	1.24
South	1.80	1.49	1.46
West	2.78	3.13	2.47
Private (SASS-2B)			
Northeast	3.05	1.53	1.53
Midwest	2.72	1.20	1.56
South	2.19	1.37	1.31
West	2.69	1.63	2.03
BIA (SASS-2C)			
Midwest	3.30	1.63	1.61
South	2.60	1.32	1.79
West	0.93	0.79	0.72
Public charter (SASS-2D)			
Northeast	1.83	1.66	1.72
Midwest	2.76	2.04	2.15
South	1.86	1.92	1.81
West	2.10	1.87	2.10

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 42. Average design effects for the school surveys, by region: 1999–2000

School survey/region	Average design effect				School proportion
	Student total	Student average	Teacher total	Teacher average	
Public (SASS-3A)					
Northeast	0.75	0.74	0.77	0.77	1.49
Midwest	0.58	0.53	0.69	0.64	1.30
South	0.84	0.76	1.05	0.93	1.38
West	0.97	0.99	1.45	1.46	2.16
Private (SASS-3B)					
Northeast	0.91	0.98	0.93	0.94	1.25
Midwest	0.69	0.95	1.02	1.19	1.55
South	1.11	1.04	1.22	1.11	1.48
West	0.71	0.81	0.91	0.91	2.13
BIA (SASS-3C)					
Midwest	5.47	2.61	5.57	2.48	1.91
South	3.56	1.05	3.65	1.14	2.07
West	2.92	1.92	3.76	2.44	1.46
Public charter (SASS-3D)					
Northeast	0.91	0.95	0.97	1.04	1.01
Midwest	1.03	0.96	2.05	1.86	1.17
South	1.18	1.09	1.27	1.21	1.35
West	1.37	1.31	1.40	1.34	1.59

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 43. Average design effects for the teacher surveys, by region: 1999–2000

School teacher survey/region	Average design effect		
	Teacher total	Teacher average	Teacher proportion
Public (SASS-4A)			
Northeast	3.52	1.75	1.73
Midwest	5.19	1.72	1.52
South	4.16	1.65	2.27
West	5.53	2.62	3.15
Private (SASS-4B)			
Northeast	3.20	1.07	0.75
Midwest	6.72	1.54	1.35
South	5.88	0.79	0.87
West	3.82	1.21	1.22
BIA (SASS-4C)			
Midwest	0.73	0.14	0.18
South	0.71	0.10	0.08
West	0.36	0.11	0.09
Public charter (SASS-4D)			
Northeast	0.71	0.35	0.33
Midwest	3.81	0.71	0.38
South	0.58	0.22	0.21
West	1.25	0.56	0.42

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 44. Average design effects for the library media center surveys, by region: 1999–2000

Library media center survey/region	Average design effect		
	Library total	Library average	Library proportion
Public (LS-1A)			
Northeast	1.74	1.17	1.68
Midwest	1.74	0.95	1.77
South	1.87	1.25	2.00
West	2.18	1.29	2.87
Private (LS-1B)			
Northeast	1.32	0.64	1.70
Midwest	1.19	0.84	1.24
South	1.50	0.99	1.76
West	1.80	1.44	1.94
Indian (LS-1C)			
Midwest	1.99	1.92	1.56
South	1.35	0.71	1.27
West	1.93	1.38	1.41

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Equation (2) above defines how the *DEFF* is used to calculate the SASS complex sample survey standard error (se_{DESIGN}). The calculation formulas for se_{SRS} for three basic types of estimates, totals, averages, and proportions, are provided below. Let x be the variable of interest with sample values x_i , $i = 1, \dots, n$.

a. *Calculation of Simple Random Sample Variance for Totals and Averages*

$$v_{SRSTOT} = \left(\sum_{i=1}^n w_i \right)^2 \frac{1}{n} \frac{\sum_{i=1}^n w_i (x_i - \bar{x}_w)^2}{\sum_{i=1}^n w_i - 1}$$

where w_i are the weights, n is the number of respondents in the sample,

$$\bar{x}_w = \frac{\sum_{i=1}^n w_i x_i}{\sum_{i=1}^n w_i}$$

and

$$s_w^2 = \frac{\sum_{i=1}^n w_i (x_i - \bar{x}_w)^2}{\sum_{i=1}^n w_i - 1}$$

The above formula for v_{SRSTOT} can be written in terms of the standard error, say

$$se_{SRSTOT} = \left(\sum_{i=1}^n w_i \right) \frac{s_w}{\sqrt{n}} = \left(\sum_{i=1}^n w_i \right) se_{SRSAVG}$$

The quantity $se_{SRS AVG} = \frac{s_w}{\sqrt{n}}$ is the standard error of the weighted mean of x . It can be computed from SAS or SPSS procedures. An illustration of the SAS code, using PROC MEANS, for computing $se_{SRS AVG}$ is provided below (SAS Institute, Inc. 2004):

```
PROC MEANS DATA=SAS-data
  VARDEF=WDF VAR STD STDERR SUMWGT;
  VAR x;
  WEIGHT weight;
RUN;
```

where x is the variable for which the standard error of the (weighted) mean is requested, and $weight$ is the weight variable in the SASS file. VARDEF=WDF specifies the sum of weights minus one being used as the divisor in the calculation of the weighted VAR. Notice, however, that when using the option VARDEF=WDF, SAS does not produce the standard error in the output, but does produce the standard deviation, call it s_w . In this case $se_{SRS AVG}$ and se_{SRSTOT} can be computed directly as:

$$se_{SRS AVG} = \frac{s_w}{\sqrt{n}}$$

and

$$se_{SRSTOT} = se_{SRS AVG} \times \left(\sum_{i=1}^n w_i \right)$$

In SAS, the statistic SUMWGT gives the total weight.

Example 1.

Consider the total enrollment of public school students in the northeast region in grades K–12 plus those who are ungraded. In the public school survey data file, the variable is named ENRK12UG (Total students in K–12 plus ungraded). There are $n = 1,303$ records belonging to the subpopulation of interest (public/Northeast). Using the above SAS procedures, the $se_{SRS AVG} = 10.90$ and the total weight = 13,948. Thus, the simple random sample standard error for the total is the product of $se_{SRS AVG}$ and the total weight:

$$se_{SRSTOT} = 10.90 \times 13,948 = 152,033.2$$

Referring to table 42, the design effect for public school student totals for the Northeast is $DEFF = 0.75$. Finally, using equation (2) above to calculate the approximate standard error for the 13,948 school students in the Northeast region, substitute the above obtained values for se_{SRSTOT} and $DEFF$:

$$\begin{aligned} se_{DESIGN TOT} &= se_{SRSTOT} \times \sqrt{DEFF} \\ &= 152,033.2 \times \sqrt{0.75} = 131,664.6 \end{aligned}$$

Example 2.

Consider the same variable and subpopulation as in example 1, but the estimate of student average instead. The design effect for the public school student average for the

Northeast from the design effect table 42 is 0.74. Then, with $se_{SRS AVG} = 10.90$ from example 1, the desired standard error as defined in equation (2) above is calculated as

$$\begin{aligned} se_{DESIGN AVG} &= se_{SRS AVG} \times \sqrt{DEFF} \\ &= 10.90 \times \sqrt{0.74} = 9.38 \end{aligned}$$

b. Calculation of Simple Random Sample Variance for Proportions

For proportions:

$$v_{SRS PROP} = \frac{p(1-p)}{n}$$

$$se_{SRS PROP} = \sqrt{\frac{p(1-p)}{n}}$$

where p denotes the estimate of a proportion for a characteristic of interest, and is expressed as

$$p = \frac{\sum_{i=1}^n w_i I(i)}{\sum_{i=1}^n w_i}$$

where $I(i) = \begin{cases} 1 & \text{if the characteristic is present for the sampled unit} \\ 0 & \text{otherwise} \end{cases}$

Example 3.

A weighted SASS estimate of the proportion of public teachers in the age group 30–49 in the state of Florida was calculated as 0.48. Using the formula above, the se_{SRS} for this $p=0.48$ would be the square root of $((0.48 \times 0.52)/974)$, or 0.011, where the unweighted sample size (n) is 974. Design effect table 43 shows that the average $DEFF$ for teacher proportions in the South region is 2.27. Thus, the approximate standard error of the proportion of teachers in the age group 30–49 in the state of Florida from the 1999–2000 SASS Public School Teacher File is the se_{SRS} for this proportion multiplied by the square root of the $DEFF$ which results in an estimated standard error of 0.017 (i.e., 0.011×1.506 .)

4. Details on How Replicate Weights Were Developed

The public-use data files contain seven sets of 88 bootstrap replicate weights—one set each for the public district, and the public and private principal, school, and teacher questionnaires. The restricted-use data files include 16 sets of 88 replicate weights—one for each 1999–2000 questionnaire. Details about how the replicates were formed for each type of questionnaire are provided below.

a. Public School and Public School Administrator Replicates

The bootstrap estimator as described in section IX.F.1 was used for developing both the public school and public school administrator replicates.

b. Private School and Private School Administrator Replicates

For private schools, the list frame used the bootstrap methodology as described in section IX.F.1. For the area frame, the PSU sampling rates were very small, consequently, there was no advantage in using the bootstrap methodology. BRR methodology was used in the area frame as it had been for all previous rounds of SASS. Half-samples were defined by pairing sample PSUs within each sampling stratum, forming variance strata. The final product was 88 replicate weights. After the variance strata were assigned, an orthogonal matrix was used to form the 88 balanced half-sample replicates. Thus, the same methodology can be applied to both the list frame and the area frame replicate weights to compute variances.

Private school administrator replicate weights were developed similarly to the private school replicate weights.

c. Library Replicates

The library replicate weights were developed similarly to the public school bootstrap replicate weights.

d. Teacher Replicates

The teacher replicate weights are generally equal to the school bootstrap replicate weight times the inverse of the conditional probability of selection of the teacher given the school is selected in the SASS school sample. These adjusted bootstrap replicate weights are provided on the teacher file.

BRR methodology was employed rather than bootstrap if a teacher was in the private school area frame. Teacher sample records were assigned replicate weights by multiplying the school BRR replicate weight times the teacher's conditional probability of selection given the school is selected in the SASS School sample.

e. School District Replicates

To reflect that the LEAs were selected through the school, the school district bootstrap samples were drawn from a frame that reflected both the public school and district distributions. This frame was the major difference between the district bootstrap methodology and that described above for schools.

5. Summary

The table below provides a summary of the weighting and sample variance estimation variables.

Table 45. Summary of weighting and sample variance estimation variables: 1999–2000

Data file	Full sample weight	Computing sampling errors					Approximating sampling errors
		Replication method (WesVar, SUDAAN, AM)			Taylor-series method (AM, SAS, SUDAAN, STATA, SPSS)		
		Replicate weights	Respondent ID	Sample design	Sample design	Nesting variables	DEFT (average root design effect)
District	DFNLWGT	DREPWT1– DREPWT88	CTNLNUM	BRR	WOR	TAYSTRAT TAYSAMPN TAYPOPN	See appendix G.
Principal	AFNLWGT	AREPWT1– AREPWT88					
School	SFNLWGT	SREPWT1– SREPWT88					
Teacher	TFNLWGT	TREPWT1– TREPWT88					
School library media center	MFNLWGT	MREPWT1– MREPWT88					

NOTE: Information on AM can be obtained at <http://am.air.org>. AM is available for free. Starting with version 8, SAS includes survey procedures that use the Taylor series method for variance estimation. See <http://www.sas.com>. Information on SPSS can be obtained at <http://www.spss.com>; version 12 or higher must be used. Information on STATA can be obtained at <http://www.stata.com>. Information on SUDAAN can be obtained at <http://www.rti.org/sudaan>. WesVar Complex Samples software is available from Westat at <http://www.westat.com/wesvar>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

X. Reviewing the Quality of SASS Data

NCES program staff have the responsibility of ensuring that a database is acceptable for public release. Before files are released to the public, staff review the data for errors associated with the edit, imputation, and weighting programs. Frequency counts and univariate, bivariate, and multivariate tables were reviewed, and when possible comparisons were made to external sources, such as CCD (for public districts, schools, and teachers) and PSS (for private schools and teachers). In addition, a reinterview study (described in section X.I, Response Variance) is conducted for each SASS administration.

Below are aspects of the datasets that were reviewed:

Unit nonresponse: Response rates were calculated at the state or affiliation level for all SASS components. (See chapter VI, Response Rates, and appendix C, tables C-1 through C-14.) Nonresponse districts, schools, principals, and teachers were studied in greater detail to identify patterns of unit and item nonresponse (Bokossa, Salvucci, and Ghosh forthcoming).

Item nonresponse: The extent of item nonresponse for each SASS questionnaire was determined. (See chapter VI, Response Rates, and appendix C, tables C-15 through C-30.) Items with high nonresponse rates are identified and reported in tables. Items with high nonresponse rates were identified and reported. Following this review, four items were deleted from the data file. (See section VI.C, Item Response Rates.)

Edits: The validity of the skip patterns in the questionnaire was established for each SASS questionnaire during the processing of the data; that is, Census Bureau analysts verified that each item in the questionnaire had the number of responses it should have if skip instructions were followed correctly. Quality checks on the edit specifications were performed and resulted in some corrections (which were treated as a form of imputation).

Reasonableness of data: Univariate, bivariate, and multivariate tabulations of key survey variables were obtained and compared to estimates from the previous SASS survey. Tabulations were reviewed to determine whether the basic relationships observed were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or a trend such as overall population growth in a state).

Frequency counts: Unweighted record counts for every variable were examined from the restricted-use file. Variables with out-of-range values or inconsistent values were identified and values with these characteristics were corrected.

Unweighted record counts: Unweighted record counts are published so that users can determine whether the correct number of records has been identified. The weighted record counts are to provide data users with selected final national estimates for comparison. (See appendix C, Selected Unweighted and Weighted Response Rate Tables.)

Replicate weights: The review of the SASS replicate weights consisted of reviewing the distribution of these weights. The following was done:

1. For each replicate, the weights were totaled. Each replicate total, as well as the average of these numbers, was checked against the full-sample estimate. The standard error of the replicate totals was computed and checked for reasonableness.
-

2. A check was performed to verify that 95 percent of the replicate weights were contained in an appropriately computed 95 percent confidence interval. This was done with both the basic replicate weights and the final replicate weights.

External data checks: One way to verify the external validity of SASS data is to make comparisons to the survey universe, or frame, from which the sample is drawn. For public school districts, schools, principals, and teachers, the external file is an adjusted version of the CCD, an annual administrative census of all public school districts and schools in the United States and its territories. The corresponding frame for private schools, principals, and teachers is PSS. PSS is conducted every 2 years and was coincident with SASS in 1999–2000. The sampling frame is generally drawn about 2 years prior to the field collection of SASS data.

Direct comparison can be made between the estimated count of the survey unit, such as school districts or schools, and the corresponding CCD or PSS count. Such comparisons are usually made between SASS and the sampling frame year of the universe.

Another type of comparison is between the survey estimate of a characteristic of districts or schools, such as enrollment, with the CCD or PSS estimate. Those comparisons are usually made to the concurrent years, as the data collected in the field for one year is only valid the same year of the universe. The number of students attending school or the number of teachers employed are subject to more year-to-year change than the number of schools or districts.

A. School District Unit Count Comparison (SASS-1A)

Comparisons of the number of public school districts by state and region were made to the CCD 1997–98 Public Education Agency Universe as well as to the CCD 1999–2000 Public Education Agency Universe. For the 1999–2000 SASS, the district sample consisted of the set of districts that were associated with the SASS public school sample. The districts in-scope for SASS were those that employed elementary and/or secondary level teachers and were in operation in school year 1999–2000. CCD also collects information on supervisory unions and some other administrative districts that neither operate schools nor hire teachers. Thus, two SASS-CCD comparisons were made, one to the total number of CCD districts for the state and one to the number of “regular” CCD districts (the total number of districts minus the number of districts that were out-of-scope for SASS) in the state. Depending upon the number of out-of-scope districts in each particular state, the SASS estimates are either closer to the total or to the regular number of districts in CCD. An additional source of difference arises from the different ways CCD and SASS treated charter schools. Some of the “regular” CCD districts included nothing but charter schools, but no SASS districts included charter schools because SASS treated each charter school as an independent entity. Estimates of teachers and students were compared with the 1999–2000 CCD, because that was the same year in which SASS data were collected and would represent an independent estimate of the same conditions. The CCD estimates are independent from SASS, as SASS collects its data directly from school districts in sample, and CCD data are collected from the state education agencies.

Comparisons in counts of public school districts by state between CCD and SASS are shown in tables 46 and 47. The first table compares the estimated number of public school districts in SASS (calculated using the district final weight) with the number of total and regular districts in the 1997–98 CCD Public Education Agency Universe. The second compares the estimated number of public school districts in SASS (calculated using the district basic weight) with the adjusted frame developed by the sampling statisticians at the Census Bureau in preparation for SASS data collection. These are two different measures of “fit” between the weighted count from SASS and the frame count of districts. The

sampling frame version of CCD used in the second table is between the total number of districts and the number of regular districts.

Table 46. Estimated number of public school districts in 1999–2000 SASS compared with total and regular districts in 1997–98 CCD Public Education Agency Universe, by state and region

Characteristic	CCD total districts	CCD regular ¹ districts	SASS districts ²	SASS as a percentage of CCD total districts	SASS as a percentage of CCD regular ¹ districts
50 states and DC	16,394	14,805	14,506	88.5	98.0
State					
Alabama	131	127	131	100.0	103.1
Alaska	55	53	53	96.4	100.0
Arizona	346	329	213	61.6	64.7
Arkansas	331	311	311	94.0	100.0
California	1,055	994	1,025	97.2	103.1
Colorado	194	176	178	91.8	101.1
Connecticut	191	166	172	90.1	103.6
Delaware	25	19	19	76.0	100.0
District of Columbia	1	1	1	100.0	100.0
Florida	73	67	72	98.6	107.5
Georgia	180	180	183	101.7	101.7
Hawaii	1	1	1	100.0	100.0
Idaho	113	112	111	98.2	99.1
Illinois	1,047	929	927	88.5	99.8
Indiana	328	295	281	85.7	95.3
Iowa	408	377	377	92.4	100.0
Kansas	304	304	304	100.0	100.0
Kentucky	259	176	179	69.1	101.7
Louisiana	72	66	68	94.4	103.0
Maine	328	284	234	71.3	82.4
Maryland	24	24	24	100.0	100.0
Massachusetts	462	351	327	70.8	93.2
Michigan	736	674	576	78.3	85.5
Minnesota	453	380	385	85.0	101.3
Mississippi	164	153	156	95.1	102.0
Missouri	531	525	527	99.2	100.4
Montana	540	461	422	78.1	91.5
Nebraska	758	640	580	76.5	90.6
Nevada	18	17	17	94.4	100.0
New Hampshire	249	179	165	66.3	92.2
New Jersey	620	608	582	93.9	95.7
New Mexico	89	89	89	100.0	100.0
New York	743	705	732	98.5	103.8
North Carolina	155	117	122	78.7	104.3
North Dakota	279	233	239	85.7	102.6
Ohio	769	661	637	82.8	96.4
Oklahoma	547	547	533	97.4	97.4
Oregon	205	198	200	97.6	101.0
Pennsylvania	620	501	584	94.2	116.6
Rhode Island	37	36	37	100.0	102.8

See notes at end of table.

Table 46. Estimated number of public school districts in 1999–2000 SASS compared with total and regular districts in 1997–98 CCD Public Education Agency Universe, by state and region—Continued

Characteristic	CCD total districts	CCD regular¹ districts	SASS districts²	SASS as a percentage of CCD total districts	SASS as a percentage of CCD regular¹ districts
South Carolina	104	90	92	88.5	102.2
South Dakota	220	176	195	88.6	110.8
Tennessee	139	139	138	99.3	99.3
Texas	1,061	1,042	1,042	98.2	100.0
Utah	47	40	40	85.1	100.0
Vermont	348	286	247	71.0	86.4
Virginia	168	141	149	88.7	105.7
Washington	305	296	298	97.7	100.7
West Virginia	57	55	56	98.2	101.8
Wisconsin	444	426	426	95.9	100.0
Wyoming	60	48	49	81.7	102.1
Region					
Northeast	3,598	3,116	3,080	85.6	98.8
Midwest	6,277	5,620	5,454	86.9	97.0
South	3,491	3,255	3,277	93.9	100.7
West	3,028	2,814	2,695	89.0	95.8

¹ CCD regular districts equals CCD total districts minus the CCD districts out-of-scope for SASS.

² The number of SASS districts was computed using the district final weight.

NOTE: Districts which do not operate schools or hire teachers are out-of-scope for SASS, although such districts may appear on the CCD frame.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Education Agency Universe,” 1997–98; and Schools and Staffing Survey (SASS), “School District Survey,” 1999–2000.

Table 47. Estimated number of public school districts in 1999–2000 SASS compared with Census-adjusted number of districts in 1997–98 CCD Public Education Agency Universe, by state

State	CCD districts (adjusted) ¹	SASS districts ²	SASS as a percentage of CCD	State	CCD districts (adjusted) ¹	SASS districts ²	SASS as a percentage of CCD
50 states and DC	14,915	15,195	101.9				
Alabama	131	118	90.1	Montana	459	505	110.0
Alaska	53	53	100.0	Nebraska	650	690	106.2
Arizona	236	177	75.0	Nevada	17	17	100.0
Arkansas	313	333	106.4	New Hampshire	165	177	107.3
California	1,046	1,243	118.8	New Jersey	591	570	96.4
Colorado	182	180	98.9	New Mexico	89	88	98.9
Connecticut	178	168	94.4	New York	717	727	101.4
Delaware	19	19	100.0	North Carolina	125	125	100.0
District of Columbia	1	1	100.0	North Dakota	248	263	106.0
Florida	72	68	94.4	Ohio	675	743	110.1
Georgia	183	177	96.7	Oklahoma	546	514	94.1
Hawaii	1	1	100.0	Oregon	204	181	88.7
Idaho	112	116	103.6	Pennsylvania	587	552	94.0
Illinois	1,002	1,037	103.5	Rhode Island	37	37	100.0
Indiana	299	313	104.7	South Carolina	105	87	82.9
Iowa	377	327	86.7	South Dakota	196	185	94.4
Kansas	304	326	107.2	Tennessee	138	153	110.9
Kentucky	178	183	102.8	Texas	1,043	1,112	106.6
Louisiana	68	69	101.5	Utah	40	39	97.5
Maine	237	217	91.6	Vermont	270	256	94.8
Maryland	24	24	100.0	Virginia	162	172	106.2
Massachusetts	332	315	94.9	Washington	297	286	96.3
Michigan	604	605	100.2	West Virginia	56	56	100.0
Minnesota	385	395	102.6	Wisconsin	426	454	106.6
Mississippi	156	156	100.0	Wyoming	52	50	96.2
Missouri	527	535	101.5				

¹ The “adjusted” count is from the sampling frame version of CCD.

² The number of SASS districts was computed using the district basic weight.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “School District Survey,” 1999–2000, and sampling frame data for the Public Education Agency Universe, 1997–98, provided by the Demographic Statistical Methods Division, Bureau of the Census.

B. School District Analytic Count Comparison (SASS-1A)

Comparative counts of the number of FTE teachers per state, between CCD 1999–2000 State Nonfiscal Survey data and SASS 1999–2000 School District Questionnaire data, are detailed in table 48. The CCD counts are collected at the state level for all districts within each state. Thus, data from the sampling frame but for the same year of collection serves as an independent reference point for SASS.

The SASS estimate was 1.3 percent higher overall than the CCD estimate, and the SASS estimates were from 1 to 2 percent higher than the CCD’s for the northeast, south, and west regions. In the following 14 states, the SASS estimate was at least 5 percent higher (allowing for rounding up to the nearest whole percent): the District of Columbia, Florida, Iowa, Louisiana, Maine, Mississippi, Montana, New Hampshire, New Jersey, Oklahoma, Rhode Island, South Dakota, Virginia, and Washington. Maine, New Hampshire, and Washington’s estimates were more than 10 percent higher. There are several possibilities for these discrepancies, such as a consistent pattern of the individual districts in these states

reporting their data to SASS in headcounts rather than FTEs, or that sampled districts in these states are consistently reporting teachers covered by another district, and thus overreporting the number of teachers. The latter situation could arise for itinerant teachers, or where teachers may be “lent out” to other districts.

Table 48. Estimated number of FTE teachers in 1999–2000 SASS compared with 1999–2000 CCD, by state and region

Characteristic	FTE teachers		SASS as a percentage of CCD	Characteristic	FTE teachers		SASS as a percentage of CCD
	CCD	SASS			CCD	SASS	
50 states and DC	2,906,554	2,944,899	101.3				
State				State			
Alabama	48,614	50,295	103.5	New Mexico	19,797	20,109	101.6
Alaska	7,838	8,123	103.6	New York	202,078	203,722	100.8
Arizona	43,892	45,459	103.6	North Carolina	81,914	80,851	98.7
Arkansas	31,362	32,366	103.2	North Dakota	8,150	8,235	101.0
California	287,344	290,711	101.2	Ohio	116,200	115,216	99.2
Colorado	40,772	40,394	99.1	Oklahoma	41,498	43,840	105.6
Connecticut	39,907	40,991	102.7	Oregon	27,803	28,807	103.6
Delaware	7,318	7,524	102.8	Pennsylvania	114,525	114,915	100.3
District of Columbia	4,779	5,210	109.0	Rhode Island	11,041	11,788	106.8
Florida	130,336	137,210	105.3	South Carolina	45,468	45,034	99.0
Georgia	90,638	93,525	103.2	South Dakota	9,384	10,316	109.9
Hawaii	10,866	10,610	97.6	Tennessee	60,702	57,611	94.9
Idaho	13,641	14,070	103.1	Texas	267,935	263,094	98.2
Illinois	124,815	123,087	98.6	Utah	21,832	22,165	101.5
Indiana	58,864	58,419	99.2	Vermont	8,474	8,228	97.1
Iowa	33,480	36,168	108.0	Virginia	81,073	87,598	108.0
Kansas	32,969	32,760	99.4	Washington	50,368	55,886	111.0
Kentucky	41,954	41,636	99.2	West Virginia	21,082	20,935	99.3
Louisiana	50,031	52,412	104.8	Wisconsin	60,778	58,810	96.8
Maine	16,349	18,132	110.9	Wyoming	6,940	7,115	102.5
Maryland	50,995	49,449	97.0	Region			
Massachusetts	77,596	76,789	99.0	Northeast	579,890	592,763	102.2
Michigan	96,111	95,618	99.5	Midwest	681,417	679,346	99.7
Minnesota	56,010	58,120	103.8	South	1,086,421	1,101,049	101.3
Mississippi	30,722	32,458	105.7	West	561,854	571,741	101.8
Missouri	63,890	62,542	97.9				
Montana	10,353	10,885	105.1				
Nebraska	20,766	20,056	96.6				
Nevada	17,380	17,406	100.1				
New Hampshire	14,037	15,632	111.4				
New Jersey	95,883	102,567	107.0				

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “School District Survey,” 1999–2000; Common Core of Data (CCD), “State Nonfiscal Survey,” 1999–2000.

C. Public School Unit Count Comparison (SASS-3A)

Comparisons of the number of public schools in SASS were made to the number of non-Charter schools from the Public School Universe file in the 1997–98 CCD, the year in which SASS drew its sample of schools. The number of public schools in SASS is 3.7 percent smaller than the number of non-Charter schools in CCD (table 49). Four states have an estimated number of public schools for SASS that is below 90 percent of CCD’s number of non-Charter public schools: Delaware, Minnesota, Nebraska, and New Hampshire. There are six states in which SASS estimates are higher than the CCD estimates: SASS estimates for three of the states are within 1 percent of the CCD estimates (Oklahoma, Pennsylvania, and Tennessee), while the SASS estimates for the other three range from 1 to 7 percent higher than the CCD estimates (Maine, Mississippi, and South Carolina).

Table 49. Estimated number of public schools in 1999–2000 SASS compared with 1997–98 CCD (excluding public charter schools), by state and region

Characteristic	Number of schools			SASS as a percentage of adjusted CCD	Characteristic	Number of schools			SASS as a percentage of adjusted CCD
	CCD total	CCD non-Charter	SASS			CCD total	CCD non-Charter	SASS	
50 states and DC	87,631	86,938	83,727	96.3					
State					State				
Alabama	1,345	1,345	1,329	98.8	New Mexico	744	740	710	95.9
Alaska	497	483	467	96.7	New York	4,204	4,204	4,090	97.3
Arizona	1,384	1,236	1,170	94.7	North Carolina	2,048	2,018	2,014	99.8
Arkansas	1,112	1,112	1,096	98.6	North Dakota	565	565	556	98.4
California	8,178	8,058	8,011	99.4	Ohio	3,841	3,841	3,697	96.3
Colorado	1,497	1,447	1,411	97.5	Oklahoma	1,818	1,818	1,819	100.1
Connecticut	1,058	1,046	1,009	96.5	Oregon	1,252	1,252	1,154	92.2
Delaware	185	182	161	88.5	Pennsylvania	3,115	3,109	3,111	100.1
District of Columbia	170	170	158	92.9	Rhode Island	314	314	293	93.3
Florida	2,877	2,853	2,599	91.1	South Carolina	1,055	1,053	1,068	101.4
Georgia	1,823	1,796	1,737	96.7	South Dakota	814	814	778	95.6
Hawaii	250	248	247	99.6	Tennessee	1,522	1,522	1,534	100.8
Idaho	636	636	622	97.8	Texas	7,053	7,016	6,649	94.8
Illinois	4,228	4,218	3,963	94.0	Utah	759	759	742	97.8
Indiana	1,859	1,859	1,806	97.1	Vermont	355	355	332	93.5
Iowa	1,548	1,548	1,486	96.0	Virginia	1,811	1,811	1,726	95.3
Kansas	1,453	1,444	1,394	96.5	Washington	2,016	2,016	1,996	99.0
Kentucky	1,352	1,352	1,320	97.6	West Virginia	819	819	805	98.3
Louisiana	1,476	1,468	1,428	97.3	Wisconsin	2,112	2,087	1,947	93.3
Maine	697	697	709	101.7	Wyoming	412	412	397	96.4
Maryland	1,298	1,298	1,262	97.2	Region				
Massachusetts	1,858	1,835	1,716	93.5	Northeast	14,427	14,385	13,948	97.0
Michigan	3,625	3,513	3,413	97.2	Midwest	25,604	25,423	23,890	94.0
Minnesota	2,012	1,987	1,661	83.6	South	28,638	29,742	27,637	92.9
Mississippi	874	873	933	106.9	West	18,715	17,388	18,250	105.0
Missouri	2,194	2,194	1,997	91.0					
Montana	889	889	880	99.0					
Nebraska	1,353	1,353	1,193	88.2					
Nevada	448	448	442	98.7					
New Hampshire	513	513	453	88.3					
New Jersey	2,313	2,312	2,236	96.7					

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Survey,” 1999–2000; Common Core of Data (CCD), Public School Universe file, 1999–2000.

D. Public School Student Count Comparison (SASS-3A)

Comparisons of the number of public school students in SASS were made to the concurrent year from the CCD State Nonfiscal Survey. Two comparisons were made, one to the CCD total number of students, and also to the CCD K–12 student count. The latter is the better comparison for SASS, as the SASS definition of students excludes prekindergarten (e.g., students in grades K–12 for schools that offer a 1st grade as well as kindergarten). While there are a few public schools included in CCD's definition of K–12 that might not be eligible for SASS, in general most public kindergarten students would be eligible to be counted as a student for SASS, and therefore it does not make sense to exclude kindergartners from the student counts when making the comparison to CCD.

Overall, the SASS student count is almost 4 percent lower than CCD's total students, and just over 2 percent lower than CCD's K–12 student count (table 50). There were slightly more than three-quarters of a million prekindergarten students included in CCD (751,173) in 1999–2000, and excluding them brings the SASS student count into a closer degree of "fit" than the SASS number of schools. However, excluding the prekindergarten students enlarges the amount of difference in those states for which SASS is higher than the CCD count, but in most cases it is only about a percentage point or two higher.

Table 50. Estimated number of public school students in 1999–2000 SASS compared with 1999–2000 CCD, by state and region

Characteristic	CCD students		SASS students	SASS as a percentage of CCD	SASS as a percentage of CCD less PK
	Total count	Count less PK			
50 states and DC	46,857,321	46,106,148	45,099,507	96.2	97.8
State					
Alabama	740,732	730,184	743,578	100.4	101.8
Alaska	134,391	133,047	124,466	92.6	93.6
Arizona	852,612	850,840	801,451	94.0	94.2
Arkansas	451,034	449,609	426,820	94.6	94.9
California	6,038,589	5,952,598	5,622,020	93.1	94.4
Colorado	708,109	695,252	665,060	93.9	95.7
Connecticut	553,993	543,475	533,359	96.3	98.1
Delaware	112,836	112,120	115,081	102.0	102.6
District of Columbia	77,194	72,420	71,908	93.2	99.3
Florida	2,381,396	2,327,613	2,213,529	93.0	95.1
Georgia	1,422,762	1,391,403	1,256,535	88.3	90.3
Hawaii	185,860	185,036	193,994	104.4	104.8
Idaho	245,331	243,173	234,042	95.4	96.2
Illinois	2,027,600	1,968,996	1,976,017	97.5	100.4
Indiana	988,702	983,705	938,901	95.0	95.4
Iowa	497,301	491,804	491,785	98.9	100.0
Kansas	472,188	469,377	436,413	92.4	93.0
Kentucky	648,180	632,571	635,205	98.0	100.4
Louisiana	756,579	739,761	751,071	99.3	101.5
Maine	209,253	208,152	213,691	102.1	102.7
Maryland	846,582	827,297	841,594	99.4	101.7
Massachusetts	971,425	951,886	939,366	96.7	98.7
Michigan	1,725,617	1,701,044	1,668,849	96.7	98.1
Minnesota	854,034	844,800	828,889	97.1	98.1
Mississippi	500,716	499,167	504,465	100.7	101.1
Missouri	914,110	895,929	845,628	92.5	94.4
Montana	157,556	157,058	149,179	94.7	95.0
Nebraska	288,261	283,630	277,013	96.1	97.7
Nevada	325,610	323,567	298,423	91.7	92.2
New Hampshire	206,783	205,072	201,959	97.7	98.5
New Jersey	1,289,256	1,275,062	1,205,332	93.5	94.5
New Mexico	324,495	321,368	317,193	97.7	98.7
New York	2,887,776	2,850,163	2,835,022	98.2	99.5
North Carolina	1,275,925	1,267,410	1,221,956	95.8	96.4
North Dakota	112,751	112,104	110,808	98.3	98.8
Ohio	1,836,554	1,813,315	1,855,056	101.0	102.3
Oklahoma	627,032	606,138	609,855	97.3	100.6
Oregon	545,033	544,422	508,694	93.3	93.4
Pennsylvania	1,816,716	1,814,096	1,855,115	102.1	102.3
Rhode Island	156,454	155,407	149,446	95.5	96.2
South Carolina	666,780	650,450	645,642	96.8	99.3
South Dakota	131,037	129,898	139,652	106.6	107.5
Tennessee	916,202	903,155	916,366	100.0	101.5
Texas	3,991,783	3,853,548	3,745,519	93.8	97.2
Utah	480,255	475,974	479,699	99.9	100.8

See notes at end of table.

Table 50. Estimated number of public school students in 1999–2000 SASS compared with 1999–2000 CCD, by state and region—Continued

Characteristic	CCD students		SASS students	SASS as a percentage of CCD	SASS as a percentage of CCD less PK
	Total count	Count less PK			
Vermont	104,559	102,068	103,942	99.4	101.8
Virginia	1,133,994	1,128,701	1,110,037	97.9	98.3
Washington	1,003,714	997,580	1,033,653	103.0	103.6
West Virginia	291,811	285,635	300,957	103.1	105.4
Wisconsin	877,753	856,963	863,584	98.4	100.8
Wyoming	92,105	92,105	91,688	99.5	99.5
Region					
Northeast	8,196,215	8,105,381	8,037,232	98.1	99.2
Midwest	10,725,908	10,551,565	10,432,595	97.3	98.9
South	16,841,538	16,477,182	16,110,118	95.7	97.8
West	11,093,660	10,972,020	10,519,561	94.8	95.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey, 1999–2000; Common Core of Data (CCD), "State Nonfiscal Survey," 1999–2000.

E. Public School Teacher FTE Comparison (SASS-4A)

The comparison between the number of teachers in the SASS Public School Teacher questionnaire data and the State Nonfiscal Survey is an **approximation**, as the data for the Public School Teacher questionnaire are reported in head counts, not full-time equivalents (FTEs). As an external check, this one is only to spot gross errors. There are several reasons why the number of teachers, in FTE counts, from the Teacher file would differ from the CCD State Nonfiscal Survey counts. The CCD counts are statewide official tallies of teachers, reported from a central agency, and unduplicated to account for teachers in multiple districts or schools. The teacher questionnaire depends in part upon the cooperation of the schools to provide a list of all teachers (nearly 8 percent of schools in sample refused to provide a list, accounting for some of the overall lower counts) and also takes into account factors that apply to individual teachers and not to teaching positions (i.e., if a teacher is out on maternity leave or has taken another job in some other school when sampled, the questionnaire is declared out-of-scope, since the designated teacher is not available; however, from the state's point of view, there is still a teaching position at the sampled school). When the public school in sample is declared out-of-scope, such as for merging with another school that is not in sample, the teachers that were selected for sample are also out-of-scope. While such factors affect relatively small proportions of the sampled cases, there may be a cumulative effect on the overall count of teachers in some states. The factor for approximating the ratio of full- to part-time teachers is one standard proportion, and does not account for state variations in actual practice.

The SASS teacher estimate of the number of FTE teachers (table 51) was 1.4 percent lower overall than CCD's. In the following nine states, the SASS teacher estimate was at least 5 percent higher than CCD's (allowing for rounding up to the nearest whole percent): District of Columbia, Hawaii, Iowa, Montana, New Mexico, Oklahoma, Pennsylvania, South Dakota, and Wyoming. Five of these were also at least 5 percent higher than CCD in the District analytic count comparison.

Table 51. Estimated number of FTE teachers in 1999–2000 SASS Public Teacher Survey file compared with 1999–2000 CCD State Nonfiscal Survey, by state

State	FTE teachers		SASS as a percentage of CCD	State	FTE teachers		SASS as a percentage of CCD
	CCD	SASS			CCD	SASS	
50 states and DC	2,906,554	2,867,184	98.6				
Alabama	48,614	49,025	100.8	Montana	10,353	11,210	108.3
Alaska	7,838	7,907	100.9	Nebraska	20,766	21,595	104.0
Arizona	43,892	44,044	100.3	Nevada	17,380	16,853	97.0
Arkansas	31,362	29,198	93.1	New Hampshire	14,037	14,296	101.8
California	287,344	267,984	93.3	New Jersey	95,883	93,219	97.2
Colorado	40,772	39,438	96.7	New Mexico	19,797	20,715	104.6
Connecticut	39,907	39,852	99.9	New York	202,078	200,225	99.1
Delaware	7,318	7,176	98.1	North Carolina	81,914	83,242	101.6
District of Columbia	4,779	5,416	113.3	North Dakota	8,150	8,446	103.6
Florida	130,336	124,438	95.5	Ohio	116,200	118,419	101.9
Georgia	90,638	84,539	93.3	Oklahoma	41,498	44,222	106.6
Hawaii	10,866	11,673	107.4	Oregon	27,803	26,314	94.6
Idaho	13,641	13,694	100.4	Pennsylvania	114,525	121,508	106.1
Illinois	124,815	130,297	104.4	Rhode Island	11,041	10,974	99.4
Indiana	58,864	58,329	99.1	South Carolina	45,468	42,393	93.2
Iowa	33,480	35,703	106.6	South Dakota	9,384	11,068	117.9
Kansas	32,969	31,722	96.2	Tennessee	60,702	57,021	93.9
Kentucky	41,954	41,074	97.9	Texas	267,935	261,707	97.7
Louisiana	50,031	49,280	98.5	Utah	21,832	21,925	100.4
Maine	16,349	16,275	99.5	Vermont	8,474	8,496	100.3
Maryland	50,995	52,377	102.7	Virginia	81,073	78,239	96.5
Massachusetts	77,596	72,629	93.6	Washington	50,368	51,665	102.6
Michigan	96,111	92,736	96.5	West Virginia	21,082	21,748	103.2
Minnesota	56,010	53,863	96.2	Wisconsin	60,778	62,874	103.4
Mississippi	30,722	32,015	104.2	Wyoming	6,940	7,372	106.2
Missouri	63,890	60,754	95.1				

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Survey," 1999–2000; Common Core of Data (CCD), "State Nonfiscal Survey," 1999–2000.

F. Private School Unit Comparison (SASS-3B)

Comparisons were made of the number of private schools in SASS to the number of private schools in the concurrent year of PSS. By construction, the total number of private schools in SASS 1999–2000 matches the total number of private schools in PSS 1999–2000, although there is sampling variability in the number of private schools for subsets of PSS, such as by affiliation and NCES typology. (See table 52.)

The SASS estimates for numbers of private schools show greater differences from numbers of private schools in PSS when examined by region. The number of private schools that SASS estimates for the northeast region is 3.3 percent less than the number in PSS, and 6.0 percent less in the west region. By contrast, the SASS estimate for number of private schools in the midwest is 7.1 percent higher than the number in PSS.

Table 52. Estimated number of private schools in 1999–2000 SASS compared with number of private schools in 1999–2000 PSS, by affiliation, NCES typology, and region

Characteristic	PSS 1999–2000		SASS 1999–2000		SASS as a percentage of PSS
	Number	Percent	Number	Percent	
All private schools	27,223	100.0	27,223	100.0	100.0
Affiliation					
Military	25	0.1	12	0.0	48.0
Catholic	8,099	29.8	8,102	29.8	100.0
Friends	78	0.3	78	0.3	100.0
Episcopal	377	1.4	379	1.4	100.5
Hebrew Day	231	0.8	231	0.8	100.0
Solomon Schechter	60	0.2	60	0.2	100.0
Other Jewish	400	1.5	400	1.5	100.0
Lutheran, Missouri Synod	1,100	4.0	1,100	4.0	100.0
Lutheran, Wisconsin Synod	358	1.3	358	1.3	100.0
Evangelical Lutheran	121	0.4	121	0.4	100.0
Other Lutheran	70	0.3	70	0.3	100.0
Seventh-Day Adventist	949	3.5	949	3.5	100.0
Christian Schools International	369	1.4	369	1.4	100.0
American Association of Christian Schools	996	3.7	996	3.7	100.0
Association of Christian Schools International	2,770	10.2	2,769	10.2	100.0
National Association of Private Schools for Exceptional Children	273	1.0	273	1.0	100.0
Montessori	900	3.3	900	3.3	100.0
Independent Schools	714	2.6	714	2.6	100.0
National Independent Private School Association	136	0.5	136	0.5	100.0
Other	9,197	33.8	9,206	33.8	100.1
NCES typology					
Catholic	8,102	29.8	8,102	29.8	100.0
Parochial	4,607	16.9	4,607	16.9	100.0
Diocesan	2,598	9.5	2,598	9.5	100.0
Private order	897	3.3	897	3.3	100.0
Other religious	13,232	48.6	13,268	48.7	100.3
Conservative Christian	4,989	18.3	5,002	18.4	100.3
Affiliated	3,531	13.0	3,566	13.1	101.0
Unaffiliated	4,712	17.3	4,700	17.3	99.7
Nonsectarian	5,889	21.6	5,853	21.5	99.4
Regular	2,494	9.2	2,448	9.0	98.2
Special emphasis	2,131	7.8	2,166	8.0	101.6
Special education	1,264	4.6	1,239	4.6	98.0
Region					
Northeast	6,452	23.7	6,238	22.9	96.7
Midwest	6,991	25.7	7,484	27.5	107.1
South	8,240	30.3	8,296	30.5	100.7
West	5,540	20.4	5,206	19.1	94.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000; Private School Universe Survey (PSS), 1999–2000.

G. Private School Student Count Comparison (SASS-3B)

Comparisons of the number of private school students in SASS were made to the concurrent year of PSS. Overall, the SASS student count is nearly 2 percent higher than the PSS count (table 53). By affiliation, the "Other" category has the largest difference. However, by NCES typology, the SASS count of private school students was at least 5 percent higher than the PSS count (allowing for rounding up to

the nearest whole percent) for private order Catholic schools, affiliated schools in the “Other religious” category, and “Nonsectarian” regular schools, but the SASS count of private school students for unaffiliated schools in the “Other religious” category was 6.4 percent lower than the PSS count.

Table 53. Estimated number of private school students in 1999–2000 SASS compared with number of private school students in 1999–2000 PSS, by affiliation, NCES typology, and region

Characteristic	PSS 1999–2000		SASS 1999–2000		SASS as a percentage of PSS
	Number	Percent	Number	Percent	
All private schools	5,162,684	100.0	5,262,848	100.0	101.9
Affiliation					
Military	6,620	0.1	4,008	0.1	60.5
Catholic	2,509,799	48.6	2,548,710	48.4	101.6
Friends	16,643	0.3	14,196	0.3	85.3
Episcopal	113,498	2.2	89,456	1.7	78.8
Hebrew Day	58,968	1.1	53,870	1.0	91.4
Solomon Schechter	15,682	0.3	16,813	0.3	107.2
Other Jewish	95,100	1.8	84,330	1.6	88.7
Lutheran, Missouri Synod	166,111	3.2	175,440	3.3	105.6
Lutheran, Wisconsin Synod	33,792	0.7	34,404	0.7	101.8
Evangelical Lutheran	18,400	0.4	20,360	0.4	110.7
Other Lutheran	4,369	0.1	4,672	0.1	106.9
Seventh-Day Adventist	61,032	1.2	58,918	1.1	96.5
Christian Schools International	87,973	1.7	98,056	1.9	111.5
American Association of Christian Schools	148,816	2.9	150,826	2.9	101.4
Association of Christian Schools International	537,836	10.4	548,047	10.4	101.9
National Association of Private Schools for Exceptional Children	24,632	0.5	24,491	0.5	99.4
Montessori	63,779	1.2	67,728	1.3	106.2
Independent Schools	320,708	6.2	316,984	6.0	98.8
National Independent Private School Association	25,081	0.5	20,122	0.4	80.2
Other	853,845	16.5	931,417	17.7	109.1
NCES typology					
Catholic	2,511,040	48.6	2,548,711	48.4	101.5
Parochial	1,307,461	25.3	1,316,444	25.0	100.7
Diocesan	835,327	16.2	846,521	16.1	101.3
Private order	368,252	7.1	385,746	7.3	104.8
Other religious	1,843,580	35.7	1,871,851	35.6	101.5
Conservative Christian	773,237	15.0	801,507	15.2	103.7
Affiliated	553,530	10.7	586,613	11.2	106.0
Unaffiliated	516,813	10.0	483,731	9.2	93.6
Nonsectarian	808,063	15.7	842,288	16.0	104.2
Regular	546,649	10.6	577,728	11.0	105.7
Special emphasis	175,140	3.4	179,940	3.4	102.7
Special education	86,274	1.7	84,620	1.6	98.1
Region					
Northeast	1,294,847	25.1	1,296,058	24.6	100.1
Midwest	1,345,446	26.1	1,371,136	26.1	101.9
South	1,575,784	30.5	1,676,038	31.9	106.4
West	946,608	18.3	919,616	17.5	97.1

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private Teacher Survey,” 1999–2000; Private School Universe Survey (PSS), 1999–2000.

H. Private FTE Teacher Comparison (SASS-4B)

In 1999–2000, the number of teachers collected on SASS and PSS was collected in part-time and full-time headcounts that were converted to FTE counts.

The number of private FTE teachers in SASS (table 54) is 2.2 percent higher overall than in the 1999–2000 PSS. The range of the SASS estimates of FTE teachers by typology is between 10.6 percent below PSS to 8.6 percent above. While the overall number of private schools in SASS is controlled to the PSS total, this is not true of the number of FTE teachers. There are several factors that contribute to differences between SASS estimates and PSS estimates. Schools that closed between the sampling year of 1997–98 and 1999–2000 would tend to lower the FTE estimate in SASS relative to the 1999–2000 PSS, at least to the extent that there are differences in the number of FTE teachers between schools that closed and schools which remained open. Similarly, growth in the number of schools would be reflected in the current PSS and to a lesser extent in SASS; both used the same list frame, but the 1999–2000 SASS used the 1997–98 PSS area frame instead of the 1999–2000 PSS area frame. The difference in area frames could raise or lower the FTE estimates in SASS.

A higher estimate of FTE teachers in SASS by private school type could result from one or more factors. The overall count of private schools in SASS is controlled to the 1999–2000 PSS, but not within each type of private school, so that the number of schools by NCES typology category may be higher in SASS than in PSS. In addition, differences in the area frames between SASS and PSS may contribute to this effect.

Table 54. Estimated number of FTE teachers in 1999–2000 SASS private school survey file compared with 1999–2000 PSS, by NCES typology and region

Characteristic	PSS FTE teachers	SASS FTE teachers	SASS as a percentage of PSS
All private schools	395,318	404,066	102.2
NCES typology			
Catholic	149,601	152,102	101.7
Parochial	72,497	72,779	100.4
Diocesan	49,415	49,911	101.0
Private order	27,689	29,412	106.2
Other religious	152,915	153,070	100.1
Conservative Christian	60,481	62,249	102.9
Affiliated	47,433	50,569	106.6
Unaffiliated	45,001	40,252	89.4
Nonsectarian	92,802	98,894	106.6
Regular	58,279	63,281	108.6
Special emphasis	19,981	21,227	106.2
Special education	14,542	14,386	98.9
Region			
Northeast	103,805	105,928	102.0
Midwest	91,444	93,541	102.3
South	131,192	136,081	103.7
West	68,876	68,516	99.5

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000; Private School Universe Survey (PSS), 1999–2000.

I. Response Variance

A reinterview study has been conducted for each SASS administration. Reinterview programs are typically designed to evaluate fieldwork and/or estimate error components, such as simple response variance and response bias, in a survey model (Forsman and Schreiner 1991). The purpose of the SASS reinterview programs was to estimate simple response variance; that is, to measure the consistency in response between the original survey and the reinterview (reliability of the data) for certain questions considered critical to the survey or suspected to be problematic. High response variance (inconsistency) indicates there is a problem with the design of the question or the nature of the data being collected. It also can often indicate the presence of bias in the data. However, while reinterview studies allow the detection of problems in the questions, they usually cannot identify causes of response error or correct the problems. The 1999–2000 SASS reinterview program consisted of administering a subset of questions to a subset of public and private schools and public and private school teachers.

This section summarizes material from *Response Variance in the 1999–2000 Schools and Staffing Survey*, by Sharon Ennis and David Miller, Quality Assurance and Evaluation Branch, Demographic Statistical Methods Division, U.S. Census Bureau. See appendix H for the full report.

1. Content of Reinterview Questionnaires

The Public School Reinterview Questionnaire (SASS-3A(R)) collected information on 95 questions from the Public School Questionnaire. Included in those were general information items concerning percentage of students absent, average daily attendance, and school capacity; admissions and performance items on requirements for admission and uses of district performance reports; students and class organization items on curriculum options and school organization; parent involvement and school safety items; technology items on the number of computers, internet access, and computer/technical support staff; special programs and services items on Title I, Individual Education Plans, limited-English proficient students, and migrant students.

The Private School Reinterview Questionnaire (SASS-3B(R)) collected information on 81 questions from the Private School Questionnaire. The items included were essentially the same as those in the Public School Reinterview Questionnaire, excluding the items on district performance reports and migrant students.

The Teacher Reinterview Questionnaire (SASS-4(R)) collected information on 57 questions from the Teacher Questionnaire. Included in those were teaching experience items on main teaching assignment, first year of teaching, and preparation for teaching; professional development items on various professional development activities and their impact; resources and assessment of students items on different types of students and the resources provided for teaching them; working conditions items on safety at the teacher's current school; and decision making items on the teachers' perceptions of various issues about teaching.

2. Procedures

The reinterview sample for each of the SASS surveys was a random subsample of that survey's full sample. The sample included only those cases originally conducted by mail in order to match the original interview and reinterview modes. The reinterview response rate was 75.1 percent for the school sample and 70.5 percent for the teacher sample.

The response error reinterview model assumed the reinterview was an independent replication of the original interview. The index of inconsistency and the gross difference rate were the principal measures of response variance in categorical data. Pearson’s correlation coefficient provided a measure of data reliability for continuous variables. (In some cases where questions in the 1999–2000 SASS were asked in previous administrations of SASS, the 1993–94 reinterview results were given for comparison.)

3. Major Findings

Of the 95 questions evaluated from the Public School Questionnaire, 42 percent displayed high response variance, suggesting poor reliability. Response variance was moderate for 45 percent of the questions analyzed and low for 13 percent.

Of the 81 questions analyzed from the Private School Survey, 33 percent displayed high response variance, indicating that the responses were unreliable. Response variance was moderate for 47 percent of the questions analyzed and low for 20 percent.

For public school teachers, 44 percent of the 57 questions displayed high response variance, suggesting problems with reliability. There was moderate response variance for 42 percent of the questions analyzed and low response variance for 14 percent.

For private school teachers, 26 percent of the 57 questions displayed high response variance, 54 percent displayed moderate response variance, and 18 percent displayed low response variance.

XI. Restricted-Use vs. Public-Use Data Files

A. Restricted-Use Data

Restricted-use data files contain individually identifiable information, which is confidential and protected by law.

While the restricted-use versions of SASS data do not include direct identifiers, such as the respondent's name, on the files, the restricted-use versions do feature more indirect variables that could identify individuals, such as linkages to other datasets, which could provide the name of the school.

Restricted-use data files also allow researchers to perform analyses at the micro level that are not possible with public-use data. For example, with restricted-use data files, researchers can examine the state level data for public elementary and secondary schools and teachers, and the private school affiliation level data for private schools and teachers.

1. How to Get Restricted-Use Data Files

Researchers who can demonstrate a need for more detailed information may request access to the restricted-use datasets containing identification codes that facilitate linkage between survey components for statistical research purposes, provided that they follow computer security requirements and fill out an Affidavit of Nondisclosure. (See section XI.C, File Linkage Within SASS.) State-level or affiliation-level analyses are only possible with the restricted-use data files.

Researchers requesting access to the restricted-use datasets must obtain a license to use those data by providing the following information:

- The title of the survey(s) to which access is desired;
- A detailed discussion of the statistical research project which necessitates accessing the NCES survey;
- The name of the principal project officer at the institution who will be heading up the research effort and who will enforce the legal provisions of the license agreement;
- The number, name(s), and job title(s) of professional and technical staff, including graduate students, who will be accessing the survey dataset; and
- The estimated loan period necessary for accessing the NCES survey dataset.

Return all of the above information to:

Data Security Office
Statistical Standards Group
National Center for Education Statistics
1990 K Street NW, Room 9060
Washington, DC 20006

All of these procedures are detailed in the *NCES Restricted-Use Data Procedures Manual*, available for download at <http://nces.ed.gov/statprog/confid6.asp>.

After reviewing the access request, the Commissioner will inform the requestor whether a license to use the restricted data has been approved.

Requestors and/or institutions that violate the agreement are subject to a fine of not more than \$250,000 (under the provisions of 18 U.S.C. 3559 and 3571) or imprisonment for not more than 5 years, or both. The confidentiality provisions that NCES must follow by law can be found at <http://nces.ed.gov/statprog>.

2. Treatment of Public Charter Schools and BIA Schools

The number of charter schools had increased measurably since the 1993–94 SASS, so it was decided that the 1999–2000 SASS would include public charter schools. The goal was to survey all public charter schools known to be operational in 1998–99 and still operating in 1999–2000. When a public charter school was selected, the sample file had information about whether the public charter was part of the LEA or was under the authority of a chartering agency. Public charter schools operating under the jurisdiction of the LEA followed the procedure for traditional public schools. Public charter schools that were their own school district or that were under another type of chartering agency filled out a school questionnaire that had the district items included (data on salary schedules and hiring policies, for example).

Public charter school records were excluded from the public-use data files, as public charter schools are more easily identifiable than public schools in general.

The data records for BIA schools, principals, and teachers were handled according to the following decisions:

- BIA schools operated by an LEA and reported on the CCD were administered Public School, Public Principal, and Public School Teacher Questionnaires, but flagged on the file as a BIA school, since those schools also were on the BIA Directory.
- BIA schools operated as public charter schools were administered Public Charter School, Public Charter School Principal, and Public Charter School Teacher Questionnaires but flagged on the file as BIA schools, since those schools were also from the public charter school frame.
- BIA schools that were either operated directly by BIA or through a tribal agency but not as traditional public or public charter schools were administered the Indian School, Indian School Principal, and the Indian School Teacher Questionnaires and also flagged on the file as BIA schools.

The second and third type of BIA schools were excluded from the public-use data files, as BIA schools are more easily identifiable than public schools in general. The BIA flags are only found on the restricted-use version of the datasets.

B. Public-Use Data

NCES uses the term “public-use data” for survey data when the individually identifiable information has been coded or deleted to protect the confidentiality of survey respondents.

The public-use versions of SASS data do not include direct identifiers, such as the respondent's name, on the files. The public-use data files do not contain state codes either, but public-use data can be used for analyses at the national level or by Census region.

The 1999–2000 SASS data are released in accordance with the provisions of the amended National Education Statistics Act of 1994 (20 U.S.C. 9017), the General Education Provisions Act (GEPA) (20 U.S.C. 1221 e-1) and the Carl D. Perkins Vocational Education Act.

Under the provisions of Section 183 of the Education Sciences Reform Act of 2002, Public Law 107–279 (20 U.S.C. 9873), NCES is responsible for protecting the confidentiality of individual respondents and releases data (CD-ROMs) for statistical purposes only. Record matching or deductive disclosure by any user is prohibited by federal law.

To ensure that the confidentiality provisions contained in Public Law 107–279 have been fully implemented, procedures for disclosure avoidance were used in preparing the public-use version of the data for release. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections for individually-identifiable data.

The public-use version of the data is made available in an abridged form to researchers and the general public. State names or codes and the most detailed geographic descriptors of community size (locale codes 1–8) were deleted. Any individually-identifiable data (such as exact age or salary) that could be used to identify specific schools, principals, or teachers were categorized or recoded for the public-use version of the data. Researchers who meet a set of qualifications described in section XI.A.1 may receive the right to use restricted-use data containing identification codes that provide more detailed information for statistical research purposes.

1. How to Get Public-Use Data Files

All NCES public-use data files can be accessed (at no cost) from the NCES website. Public-use CD-ROMs are also available through ED Pubs, as long as supplies last. Orders can be placed with ED Pubs through the ED Pubs website at <http://www.edpubs.org> or by calling (877) 4–EDPubs or (877) 433-7827.

2. Public-Use Data Files

The public-use data files were edited using the following procedures and principles:

- Respondent control numbers with embedded case information were scrambled to remove individually-identifiable information but retain linking properties;
- Sampling frame and administration variables with individually-identifiable information were deleted; and
- Survey variables with information that might lead to the identification of an individual were recoded to prevent disclosures or, if necessary, deleted.

The School District file for public schools was separated into two parts: 1) demographic information; and 2) teacher demand and shortage data and district policy information. The demographic data are contained on a separate file that cannot be linked to other data files and contain data that did not require recoding or masking for confidentiality reasons. The district policy information was attached to school records and, thus, allows linkage with school, principal, and teacher information. (See section XI.C, File Linkage Within SASS.)

The private school 3-level typology variable categories are based on methodological work completed at NCES. The three categories are Catholic, Other Religious, and Nonsectarian. Information on the rationale for the development of the typology can be found in the technical report called *Diversity of Private Schools* (McMillen and Benson 1991). The original, specific affiliation identifiers were removed and each school was recoded according to the typology.

On the School, Principal, and Teacher files, continuous variables that would permit disclosure of school, teacher, or principal identity have been collapsed into categories. For

example, salary and age on the Principal and Teacher files were categorized as well as top and bottom-coded. On the School file, average daily attendance, number of LEP students, and percent minority enrollment were put into discrete categories.

Disclosure risk analysis was used to determine the number and size of categories for the number of teachers, number of students, minority enrollment, and urbanicity on the School, Principal, and Teacher files. The new categories are defined for the appropriate source codes on the file record layouts.

The public-use file was also edited to address concerns regarding the possible disclosure of individual data by persons with detailed knowledge about a responding school. To alleviate this concern, an undisclosed number of variables on the Teacher and Principal files were identified on a subset of cases and masked so that an individual with detailed knowledge about a school attempting to identify a respondent's data cannot be certain that they have succeeded in their endeavor.

As indicated above, public charter school records and the records for BIA schools operated as public charter schools and BIA schools that were either operated directly by BIA or through a tribal agency were excluded from the public-use data files, as these schools are more easily identifiable than public schools in general.

C. File Linkage Within SASS

When each school was selected for the school sample, its principal or headmaster was also selected for the principal sample, along with a sample of teachers at that school who received the Teacher Questionnaire. For public, private, and BIA schools, a staff member who was responsible for the school library, if any, was also included in the sample for the Library Media Center Questionnaire. (For public charter schools, a subset of questions about the library was included on the school questionnaire.) For public schools, the school district, or LEA, with jurisdiction over the sample school was selected for the district sample.

On the restricted-use *and* public-use files, any combination of the school, principal, and teacher datasets within each available SASS school sector can be merged using the school control number (SCHCNTL). The library datasets are available in the restricted-use version only, but they also can be merged with the school, principal, and teacher datasets using the school control number (SCHCNTL). The school control number is present on all of these files and will link them together.

The public teacher, school, principal, and library datasets may be merged with the district dataset on the restricted-use version only. While the public school district dataset is available in the public-use version, it is not possible to merge it with respondents on the other datasets. However, some district information has been appended to the record of each public school whose district also returned a questionnaire on the public-use records.

Sample SAS and SPSS syntax for merging files and for attaching variable labels is included in the sections below. Table 55 provides the number of missing cases in combined SASS restricted-use datasets. The surveys that are included on public-use datasets are shaded.

Table 55. Missing cases in combined restricted-use datasets, by dataset providing unit of analysis and by merged dataset: 1999–2000

Unit of analysis	Observations	Nonresponding public school districts	Nonresponding public school principals	Nonresponding public schools	Nonresponding public school library media centers
Public school principal	8,524	1,014	†	663	1,400
Public school	8,432	966	571	†	1,403
Public school teacher	42,086	4,946	2,872	3,350	5,811
Public school library media center	7,715	865	591	686	†

Unit of analysis	Observations	Nonresponding private school principals	Nonresponding private schools	Nonresponding private school library media centers
Private school principal	2,734	†	324	823
Private school	2,611	†	†	777
Private school teacher	7,098	†	494	1,630
Private school library media center	2,086	†	175	252

Unit of analysis	Observations	Nonresponding BIA school principals	Nonresponding BIA schools	Nonresponding BIA school library media centers
BIA school principal	111	†	2	13
BIA school	116	†	†	13
BIA school teacher	373	†	26	32
BIA school library media center	104	†	6	1

Unit of analysis	Observations	Nonresponding public charter school principals	Nonresponding public charter schools	Nonresponding public charter school library media centers
Public charter school principal	891	†	683	91
Public charter school	870	†	659	†
Public charter school teacher	2,847	†	2,093	292

† Not applicable.

NOTE: Surveys that appear on the public-use datasets are shaded. Remember that the public-use district file cannot be merged with other public school files.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

1. Sample SAS Syntax for Merging Files Within SASS and Attaching Variable Labels

Note: Both data files being merged must be sorted by the variable listed in the “by” statement prior to performing the merge.

a. *Merging Restricted-use or Public-use Files Using the School Control Number (SCHCNTL)*

This set of SAS syntax uses the school control number, SCHCNTL, to merge files within SASS (public-use school, principal, or teacher files or restricted-use school, principal, teacher, or library files).

*/*Denotes comments*/*

```
proc sort data=dataset1;  
by SCHCNTL;  
run;  
proc sort data=dataset2;  
by SCHCNTL;  
run;  
data newfilename; /*create new merged file name*/  
merge dataset1 dataset2; /*this statement merges the two files*/  
by SCHCNTL;  
run;
```

b. *Merging Restricted-use Public School District File with Other Public School Files*

This set of SAS syntax is for merging the restricted-use public school district file with other public school sector files. The first 5 digits of CNTLNUM on both files match, so users can create a new variable using a substring of CNTLNUM and merge the files by the new variable name.

```
data workfilename1;  
set school/principal/teacher/librarydatafilelocation;  
newvariablename = substr (CNTLNUM,1,5);  
run;  
proc sort;  
by newvariablename;  
run;  
data workfilename2;  
set districtdatafilelocation;  
newvariablename = substr (CNTLNUM,1, 5);  
run;  
proc sort;  
by newvariablename;  
run;  
data mergedfilename;  
merge workfilename1 workfilename2;  
by newvariablename;  
run;
```

c. *Attaching Value Labels to Variables Extracted from the ECB*

While the formatting syntax is provided, it is up to the user to call up the labels. There are three primary ways to accomplish this.

First, the easiest way to identify the value labels is to refer to the codebook. When variables are extracted from the ECB there is a box on the right hand side of the pop-up window that requests the creation of a codebook. Check this box in order to have the ECB create a text file with the codebook information for all extracted variables. Then use the find function to locate the variable and determine the value labels.

Second, labels may be manually attached using the proc freq step in SAS. To do this, review the syntax created from the extraction process to determine the value name associated with each variable. In general, the value label name drops the last digit or letter in the variable name and adds the letter 'F' at the end. There are exceptions to this rule.

Using SAS, the appropriate syntax is:

```
proc freq;
tables varname;
format varname valuename.;
run;
```

A third method is to create a permanent value label library in SAS. This requires users to manipulate the SAS syntax generated from the extraction. To begin, users need to create a permanent library for the value formats that includes all of the value formats they would like to keep. The SAS syntax is:

```
libname library 'C:\librarypath'; /*assigns format library, libname must be
"library"*/
libname lib 'C:\librarypath'; /*assigns data directory, libname can be any name*/
```

```
proc format library=library; /*creates permanent formats in the directory
specified in library libname statement*/
    [List all of the value formats here]
VALUE          URBANIF
1 = "Large or mid-size central city"
2 = "Urban fringe of large or mid-size city"
3 = "Small town/Rural"
;
VALUE          VIOLPRF
0 = "School does not have a violence prevention program"
1 = "School has a violence prevention program but no formal procedure for
assessing its effectiveness"
2 = "School has a violence prevention program and a formal procedure for
assessing its effectiveness";
```

The above syntax is written before the user's first data step and set statements. Within the data step programming that follows, the following format commands must be included:

FORMAT *varname valuename*.;

2. Sample SPSS Syntax for Merging Files Within SASS

Note: Both data files being merged must be sorted by the variable listed in the “by” statement prior to performing the merge. In SPSS, value labels are attached automatically during the extraction process.

a. *Merging Restricted-use or Public-use Files Using the School Control Number (SCHCNTL)*

This set of SPSS syntax uses the school control number, SCHCNTL, to merge files within SASS (public-use school, principal, or teacher files or restricted-use school, principal, teacher, or library files).

```
get file='dataset1'.  
sort cases by SCHCNTL(A).  
save outfile='dataset1'.  
get file='dataset2'.  
sort cases by SCHCNTL(A).  
save outfile='dataset2'.  
match files file='dataset1'  
          /table 'dataset2'  
          /by SCHCNTL.  
save outfile='mergeddatafilelocation'.
```

b. *Merging Restricted-use Public School District File with Other Public School Files*

This set of SPSS syntax is for merging the restricted-use public school district file with other public school files. Note: For the substring, including “(a5)” specifies the new variable as a 5-character alphanumeric variable.

```
get file='school/principal/teacher/librarydatafilelocation'.  
string newvariablename (a5).  
compute newvariablename=substr(cntlnum,1,5).  
sort cases by newvariablename.  
save outfile='temporaryschool/principal/teacher/librarydatafilelocation'.  
get file='districtdatafilelocation'.  
string newvariablename (a5).  
compute newvariablename=substr(cntlnum,1,5).  
sort cases by newvariablename.  
save outfile='temporarydistrictdatafilelocation'.  
match files file='temporaryschool/principal/teacher/librarydatafilelocation'  
          /table 'temporarydistrictdatafilelocation'  
          /by newvariablename.  
save outfile='mergeddatafilelocation'.
```

D. Merging SASS District and Public School Data with CCD Data

More information on districts can be obtained by merging the CCD with the restricted-use SASS district dataset.

On the public school file, the variable SC_AG_ID is the 7-digit district ID from the CCD and is identical to CCDIDLEA on the district file. Both are identical to LEAID on the CCD. A simple name change to one of the variables is all that is needed to merge CCD district information onto SASS.

SC_NCSID is the 5-digit public school ID from the CCD. On the CCD the school is identified with the variable NCESSCH, which is a 12-digit variable with the first 7 digits identifying the district and the last 5 digits identifying the specific school. The 5 digits comprising SC_NCSID are unique only within the district. In order to correctly merge a SASS public school with CCD information, it is necessary to combine the school's ID (SC_NCSID) and its district's ID (SC_AG_ID). That created variable would be identical to the CCD variable NCESSCH.

In SAS, the user will need to concatenate the district and school IDs in order to merge public school data from the CCD:

```
newvariablename = sc_ag_id||sc_ncsid;
```

In SPSS, the user should initialize a new string variable with 12 characters and then concatenate the district and school IDs:

```
string newvariablename (A12).  
COMPUTE newvariablename = CONCAT(sc_ag_id,sc_ncsid).
```

Note: The user should make sure that the first variable listed is the district variable to ensure that the numbers are in the same order as on the CCD.

E. Merging SASS Private School Data with PSS Data

For private schools, the variable SC_NCSID is the unique 8-digit PIN taken from PSS for private schools. It is equivalent to SPIN on the PSS. A simple name change to one of the variables is all that is needed to merge PSS private school information onto SASS.

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XII. Sampling, Created, Weighting, and Imputation Flag Variables

Variables in the SASS data file are characterized as questionnaire variables, sampling variables, created variables, weighting variables, and imputation flag variables. The most important of these variables are listed here.

A. Sampling Variables

The sampling variables are generally characteristics of the populations that are known prior to data collection and that are used in grouping the sampled members (strata). Some variables created during the sampling process, such as SCHCNTL, are included with the sampling variables. Four of the most important sampling variables are listed here; the full list of sampling variables on the restricted-use and public-use files is shown in table 56, and specifications for all of the sampling variables are included in appendix I.

1. Urbanicity of School (URBANIC)—Principal, Teacher, and School Files

This variable is a recoding of “Locale code—school physical address” (SLOCPHYS), which is based on the school’s 1997–98 physical address, from Census Geography. SLOCPHYS is an 8-level variable: 1. Large central city; 2. Mid-size central city; 3. Urban fringe of large city; 4. Urban fringe of mid-size city; 5. Large town; 6. Small town; 7. Rural, outside MSA; and 8. Rural, in MSA.

The eight SLOCPHYS levels are consolidated into three major urbanicity categories: large or mid-size central city, urban fringe of large or mid-size city, and small town/rural. SLOCPHYS levels 1 and 2 are central city, 3, 4, 5, and 8 are urban fringe, and 6 and 7 are small town/rural designations. This categorization conforms to the Census Bureau’s geographic definitions of urbanicity (and OMB’s list of Metropolitan Statistical Areas).

1. Large or mid-size central city;
2. Urban fringe of large or mid-size city;
3. Small town/rural

2. Region (REGION)

Region is the smallest geographic unit available on the public-use file. The four regions are:

1. Northeast: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania
2. Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas
3. South: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas
4. West: Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

People using the restricted-use file will find more information on location, such as state and zip code. The numeric codes for geographic areas used in SASS are based on the Federal Information Processing Standards (FIPS) publications produced by the U.S. Department of Commerce’s National Institute of Standards and Technology (NIST). The detailed names of counties and corresponding codes are published in FIPS Publication 6-4, *Counties and Equivalent Entities of the United States, Its Possessions, and Associated Areas*, while the names and codes for the Metropolitan Statistical Areas are included in FIPS Publication 8-6, *Metropolitan Areas (Including MSAs, CMSAs, PMSAs, and NECMAs)*. (For more information, see the FIPS Pubs website at <http://www.itl.nist.gov/fipspubs>.)

3. 3-Level Typology (RELIG)—Private Principal, Teacher, and School Files

There is a wide diversity among private schools, between types of religiously-oriented schools, nonsectarian schools, and special purpose schools. On the restricted-use file, the schools are characterized according to a 9-level typology variable (TYPOLOGY). The nine categories are: 1. Catholic, Parochial; 2. Catholic, Diocesan; 3. Catholic, Private order; 4. Other religious, Conservative Christian; 5. Other religious, denomination-affiliated; 6. Other religious, unaffiliated; 7. Nonsectarian, regular program; 8. Nonsectarian, special emphasis program; and 9. Nonsectarian, special education program.

For the public-use file, these nine categories are recoded into the 3-level typology variable’s three categories:

1. Catholic;
2. Other religious;
3. Nonsectarian.

4. School Control Number (SCHCNTL)—Principal, Teacher, and School Files

The school control number (SCHCNTL) is on the School file and is added to the Principal and Teacher files. Use this variable when merging school records with principal and/or teacher records.

All of the SASS 1999–2000 sampling variables are listed in the table below. For more complete descriptions of the sampling variables, see appendix I.

Table 56. Sampling variables on the restricted-use and public-use files: 1999–2000

Variable name	Description	File	
		Restricted-use	Public-use
AFFL_TAB	School affiliation	✓	
AG_CMSA	CMSA/PMSA/MSA code	✓	✓
AG_MSC	Metro status code	✓	✓
AG_ZIP	ZIP code	✓	
AG_ZIP4	ZIP+4	✓	
BIAFLAG	BIA flag	✓	
CCDIDLEA	CCD identification code	✓	✓
CNTLNUM	District control number	✓	✓
CNTLNUM	Principal control number	✓	✓
CNTLNUM	School control number	✓	✓
CNTLNUM	Teacher control number	✓	✓
CNTLNUM	Library control number	✓	
COLLMODE	Mode of collection	✓	
DLOCMAIL	Agency locale code (mail, 97-98)	✓	✓
DLOCPHYS	Agency locale code (physical, 97-98)	✓	✓
DPLACTYP	Agency locale-cat (physical, 97-98)	✓	✓
REGION	Census region	✓	✓
RELIG	3-level affiliation code	✓	✓
SC_AG_ID	NCES agency ID	✓	
SC_NCSID	NCES school ID	✓	
SC_RNKNA	School size rank (nation)	✓	
SC_RNKST	School size rank (state)	✓	
SC_ZIP	ZIP code	✓	
SC_ZIP4	ZIP code extension/ZIP+4 code/ZIP 4 extension	✓	
SCHCNTL	School control number	✓	✓
SECTOR	School sector/sector	✓	✓
SECTOR2	Overlaps between sectors	✓	
SLOCMAIL	Locale code from 1997–1998 CCD/7-level school locale code	✓	
SLOCPHYS	Locale code - school physical address/school 8-level locale code	✓	
STATABB	State abbreviation	✓	✓
STATE	FIPS state code	✓	✓ ¹
STCNTY	FIPS state/county code	✓	✓ ¹
SURVEY	Survey identifier	✓	✓
TYPOLOGY	9-level school affiliation	✓	
URBANIC	Urbanicity of school	✓	✓
URBANID	Urbanicity of district	✓	✓

¹ STATE and STCNTY appear only on the district public-use data file. The public-use district file does not contain a unique identifier that allows users to merge it with other SASS public-use datasets.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

B. Created Variables

Created variables are added to the file to aid analysis. One type of created variable is calculated using one or more survey variables. The two created variables listed below are this type. The other type of created variable contains information from another source. For example, AG_RANKN provides the district national ranking for enrollment; the data comes from the 1997–98 Common Core of Data (CCD) Local Education Agency (School District) Universe survey. The full list of created variables on the public-use data file is included in appendix I.

1. School Level (SCHLEVEL)—Principal, Teacher, and School Files

School level is defined as elementary, secondary, or combined. School level is based on the school's report of what school levels are offered. This variable is created from S0058–S0090 as follows:

1. Elementary if school has any of grades K–6 and none of grades 9–12;
2. Secondary if school has any of grades 7–12 and none of grades K–6;
3. Combined for all other cases.

2. Total Ungraded and K–12 Enrollment (ENRK12UG)—Principal and Teacher Files

The total ungraded and K–12 student enrollment in school is copied from the corresponding school questionnaire (S0092 on the Public School Questionnaire and S0101 on the Private School Questionnaire). For the public-use file, this information is recoded into three categories:

1. Less than 300 students;
2. 300 to 499 students;
3. 500 or more students.

C. Weighting Variables

The weighting process includes adjustment for nonresponse using respondents' data, and adjustment of the sample totals to the frame totals to reduce sampling variability. Final weights are used to produce estimates from the SASS sample data. Replicate weights are included so the variance accounts for the complex sample design. Each record has a final weight and 88 replicate weights. All analyses should include calculating weighted estimates. The weights to be used for analysis are as follows:

Respondent	Full sample weight	Replicate weights
District	DFNLWGT	DREPWT1–DREPWT88
Principal	AFNLWGT	AREPWT1–AREPWT88
School	SFNLWGT	SREPWT1–SREPWT88
Teacher	TFNLWGT	TREPWT1–TREPWT88

The ECB program automatically includes these variables in the SAS, SPSS for Windows, ASCII, and Codebook extract files.

D. Imputation Flag Variables

The imputation flags were created to enable users to identify imputed values. ("F_" precedes the relevant variable number for all imputation flag variables.) Users can employ the imputation flag to delete the imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the dataset. (If there is no imputation flag corresponding to a particular variable, no values for that variable were imputed.) For example, some users might wish to analyze the data with the missing values rather than the imputed values. If the imputation flag corresponding to the variable is not 0 (see list below), the user can replace the imputed response with a missing value to accomplish this goal. This method could also be used to replace the imputed value with a value imputed by some user-defined imputation approach.

Item nonresponse and imputation contribute to the variances of estimators since the imputed values are not true values. Therefore, treating imputed values as if they had been reported and using standard variance estimators may result in substantial underestimation of the variance of an estimator, particularly if item nonresponse rates are high. If the user wishes to account for the fact that some of the SASS data were imputed (as identified by the imputation flags) when computing standard errors for estimates, there are two options. Either the user could use the variance procedure described in Shao (1993) or the method described in Rancourt, Särndal, and Lee (1994), both of which use the single SASS imputation, but the Shao method is easier and maybe more general.

The SASS imputation flag variable values are listed below. The first table shows the values used on all the files except the private school file. The private school file imputation flag variable values (table 58) distinguish not only the imputation method, but whether the imputed item was a PSS item or a SASS item. As has been described earlier, since the 1999–2000 school year was a survey year for both SASS and PSS, the SASS Private School Questionnaire was modified to include all the PSS questions so that private schools selected for SASS would not be asked to complete two school questionnaires. Thus, for the private school imputation flag variables, the category number is preceded by “P” when the variable was a PSS item and by “S” when the variable was a SASS item.

Table 57. Imputation flag variable values used on the district, school (except private school), principal, teacher, and library files: 1999–2000

Category	Label	Comments
0	Not imputed	
1	Original value was ratio adjusted	
2	Value was imputed by using data from other variables in same record	
3	Value was imputed by using data from the school record (for one-school districts)	District and public-use public school file only ¹
	Value was imputed by using data from another questionnaire record for same case (e.g., principal or library)	School files (except private school) only ¹
	Value was imputed by using data from another questionnaire record for same case (e.g., school or library)	Principal files only
	Value was imputed by using data from the record for the teacher’s school	Teacher files only
	Value was imputed by using data from the school record (SASS-3A or SASS-3B or SASS-3C)	Library files only
4	Value was imputed by using data from the sample file (CCD data)	District and public school files only
	Value was imputed by using data from the sample file (TLF data)	Teacher files only
6	Value was imputed by using data from OERI charter school data or CER data	Public charter school files only
7	Value was imputed by using data from the record for a similar case (donor)	
8	Value was imputed by hand (clerical)	

¹ There are two imputation flag variable values for “3” on the public-use public school file. The value for items originating on the school file is “value was imputed by using data from another questionnaire record for same case (e.g., principal or library).” The value for items originating on the district file is “value was imputed by using data from the school record (for one-school districts).” This second value is necessary as some district variables were transferred to the public-use public school file since public-use data users cannot link the school and district files.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 58. Imputation flag variable values used on the private school file: 1999–2000

Category	Label
P0	PSS item - Not imputed
P1	Original value was ratio adjusted
P2	PSS item - Value was imputed by using data from other variables in same record or from the sample file (data from previous PSS)
P3	PSS item - Value was imputed by using data from the record for a similar case (donor)
P4	PSS item - Value was imputed by hand (clerical)
S0	Not a PSS item - Not imputed
S1	Not a PSS item - Original value was ratio adjusted
S2	Not a PSS item - Value was imputed by using data from other variables in same record
S7	Not a PSS item - Value was imputed by using data from the record for a similar case (donor)
S8	Not a PSS item - Value was imputed by hand (clerical)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

XIII. User Notes and Cautions

A. 1999–2000 SASS Electronic Codebook (ECB)

The 1999–2000 SASS ECB features multiple search functions allowing the user to search by sector, respondent, keyword, variable name, or type of variable. The ECB provides weighted and unweighted frequencies in the search results, saves extraction variable lists for future sessions, and creates a syntax file for exporting to SPSS or SAS. The CD also contains data files in ASCII format and documentation files in Word. (For more information on ordering NCES products, please visit <http://www.nces.ed.gov/help/orderinfo.asp>.)

The Electronic Codebook (ECB) is a tool that gives the user a vehicle to browse through the lists of variables and variables' information for datasets. The ECB handles data in multiple files with the following characteristics:

- Maximum record length = 1,024;
- Multiple records per case; and
- Variable names (8 character SAS/SPSS name unique within each file, but NOT necessarily unique across files.

The ECB performs the following:

- Presentation of a list of ALL variables
- For each variable a separate window provides information such as:
 - Frequencies, percentages, codes, and labels
 - Descriptions
- Easy navigation between sectors, respondents, and files
- Context-sensitive help
- Setup adaptable to different storage and extract locations
- For user selected variables, creation of
 - SAS syntax, including PROC FORMAT labeling
 - SPSS syntax, including VALUE LABELS formatting
 - IDs for merging modules automatically included in SAS/SPSS syntax
 - Printed codebook in ASCII text format
 - Saved extraction variable lists
- Search for text
- Import of saved extraction variable lists

On the public-use files, any combination of the school, principal, and teacher datasets can be merged using the school control number (SCHCNTL). The school control number variable is present on all of these files and will link them together. However, public-use data files cannot be linked to their district records.

B. Calculation of Average Years of Teaching Experience

Items 6 and 7 on the School Teacher Questionnaire ask about the years of full- and part-time teaching experience that the teacher has in both public and private schools. Public school teachers are skipped out of the questions on private school experience if they've never taught in private schools; similarly, private school teachers are skipped out of the questions about public school teaching experience if they've never taught in public schools. As a result of this skip pattern, public school teachers who have

never taught in private schools will have a value of “missing” for the public school teacher file variables T0068 (Yrs tching FT in private schls) and T0069 (Yrs tching PT in private schls), and private school teachers who have never taught in public schools will have a value of “missing” for the private school teacher file variables T0068 (Yrs tching FT in public schls) and T0069 (Yrs tching PT in public schls).

To calculate the average number of years that all public school teachers have taught in private schools, or the average number of years that all private school teachers have taught in public schools, you should recode these missing values to zeros. Otherwise, the average that you calculate will reflect the average number of years that public school teachers have taught in private schools only for those public school teachers who have ever taught in private schools, or the average number of years that private school teachers have taught in public schools only for those private school teachers who have ever taught in public schools.

This recoding will not be necessary if you are interested in the total years of teaching experience because there is already a created variable (TOTEXPER—total teaching experience) that calculates that.

C. FIPS Codes

Users with restricted-use files will encounter FIPS codes. FIPS stands for Federal Information Processing Standards. FIPS publications are produced by the U.S. Department of Commerce’s National Institute of Standards and Technology (NIST). The FIPS codes used in SASS standardize numeric codes for geographic areas. The detailed names of counties and corresponding codes are published in FIPS Publication 6-4, *Counties and Equivalent Entities of the United States, Its Possessions, and Associated Areas*, while the names and codes for the Metropolitan Statistical Areas are included in FIPS Publication 8-6, *Metropolitan Areas (Including MSAs, CMSAs, PMSAs, and NECMAs)*. Copies of these publications are for sale by the National Technical Information Service (NTIS), U.S. Department of Commerce, Springfield, VA 22161; write to or call the NTIS Computer Products Office at (703) 487-4650 for cost and ordering information. When ordering, refer to Federal Information Processing Standards Publication 6-4 (FIPSPUB6-4) or Federal Information Processing Standards Publication 8-5 (FIPSPUB8-6 and its title. (For more information, see the FIPS Pubs website at <http://www.itl.nist.gov/fipspubs>.)

D. Codes for Teachers’ Major Field of Study

A crosswalk of the major field of study codes used for undergraduate and advanced degrees across the 1987–88, 1990–91, 1993–94, and 1999–2000 questionnaires is included in appendix J.

E. Industry and Occupation Codes

The 1999–2000 SASS used the 1990 Census of Population industry and occupation codes that were used in the 1993–94 SASS (instead of the revised list of industry and occupation codes developed for the 2000 Decennial Census). These codes were used to categorize teachers’ responses to questions like 4c, “What kind of work were you doing?” and 4d, “What were your most important activities or duties at that job?” A list of the 1990 Census of Population industry and occupation codes is provided in appendix K. The list also includes the corresponding 1987 Standard Industrial Classification (SIC) codes and 1980 Standard Occupational Classification (SOC) codes.

F. Cautions Concerning the Measurement of Change Estimates

Care must be taken estimating 1987–88 to 1999–2000 change in a SASS data element, because some of the measured change may not be attributable to a change in the education system (like a 3 percent

drop in enrollment) but rather due to changes in the design and/or operation of SASS. The types of changes that might partially contribute to difficulties in measuring change are described below.

1. School Locale Codes Over Time

Locale codes are one of the major classification systems used by federal agencies to classify the urbanicity of geographic or governmental units. A school locale code defines how a school is situated in a particular location in terms of the size of the community in which it is located and the proximity of that community to urban and metropolitan areas. The Governments Division of the Census Bureau assigns the locale codes based on information from CCD.

Two changes made since the administration of the 1993–94 SASS impacted the 1999–2000 SASS:

- As of 1994–95, the threshold size of a large city was lowered from 400,000 to 250,000, and the population density requirement was dropped.
- As of 1997–98, CCD no longer allowed states to change locale codes. Initially, state education agencies were allowed to edit or change the locale codes assigned to schools in their state. These changes were not checked in the usual edit routines, and some files subsequently were released with incorrect locale codes. However, some of the changes led to implausible locale code designations, such as all schools in a state being coded large town.

These definitional and operational changes may result in some comparisons of schools by community type or locale over time that do not reflect actual change, but merely a shift in the distribution of schools by community type due to the difference in definition of rural areas or method of community type assignment.

Changes to the CCD files continue to be made. More recent changes that did not impact the 1999–2000 SASS include the following:

- As of 1998–99, CCD started using the physical location of the school to determine the locale code whenever the physical location address had been reported by the state. (Originally, 17 states provided this information.) If the mailing address was the school’s physical location, states did not report a separate location address. Mailing address remained the default if no physical location address was reported. The use of location address rather than mailing address makes the locale codes more valuable and eliminates one source of inconsistency between CCD and commercial school mailing lists.
- Also as of 1998–99, CCD subdivided “rural” into two codes. The definition for code 7 was narrowed from “rural” to “rural, outside a metropolitan area,” and areas that were “rural, within a metropolitan area” were assigned to a new code, 8. This new code was added in response to users who wanted to identify all schools located in rural areas, even though the entire surrounding places may be defined as part of a metropolitan area. About 7 percent of the schools were given the new code.
- As of 1999–2000, the Census Bureau assigned metro status codes based on locale codes. (Metro status refers to proximity to a city that has been given metropolitan statistical status by the Census Bureau. It should not be confused with urbanicity, which refers to the population density for a given area.) Metro status codes make up a simple system of three codes based on the location of the school district.

For more information on the history of locale codes, the definitions of the codes and how they have changed since the original codes were developed, the original methodology for assigning school locale codes, metro status codes, and district-level locale codes, and the changes that have taken place in the methodologies, see NCES 2002–02, *School Locale Codes, 1987–2000*, by Nancy Speicher at <http://nces.ed.gov/pubs2002/200202.pdf>.

2. Changing the Sampling Frame for Public Schools From QED to CCD

The 1987–88 SASS used the QED as its sampling frame, and defined a school as a physical location. Beginning with the 1990–91 SASS, the sampling frame for public schools was changed to CCD. For the 1990–91, 1993–94, and 1999–2000 SASS administrations, SASS (CCD) defined a school as an administrative unit.

It is possible to collapse the 1990–91 and 1993–94 SASS public school data to the QED school as it was defined in the 1987–88 SASS, thereby eliminating this concern. However, these estimates may no longer be consistent with CCD estimates for public schools. (For more information, see NCES 95–02, *QED Estimates of the 1990–91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates*, by Albert Holt and Brian Scanlon, at <http://nces.ed.gov/pubs95/9502.pdf>.)

Because QED and CCD have different sets of schools, part of the change in school related estimates could be attributable to this difference.

3. Changing the Sampling Frame for Private Schools From QED to PSS

The 1987–88 SASS used the QED as its sampling frame, and defined a school as a physical location. Beginning with the 1990–91 SASS, the sampling frame for private schools was changed to the Private School Universe Survey (PSS). PSS defines a school as an administrative unit. Although in most cases the administrative unit corresponds to a physical location, administrative units that operate multiple campuses may choose to be counted as one school in PSS. Therefore, the estimated number of private schools using PSS as the sampling frame (1990–91, 1993–94, and 1999–2000 SASS) could be lower than when using the QED (1987–88 SASS).

Because QED and CCD have different sets of schools, part of the change in school related estimates could be attributable to this difference.

4. Estimated Number of Teachers From the Teacher File Versus Estimated Number of Teachers From the School File

In the 1990–91 and 1993–94 SASS, the estimated number of teachers from the teacher file was adjusted to match the estimated number of teachers from the school file to make estimates from the two files more consistent. Since this was not done in the 1987–88 or 1999–2000 survey, some of the distributional difference between teacher files from different survey years may be partially attributable to this adjustment. In the public 1987–88 and 1999–2000 files, the teacher counts on the teacher file are smaller than the counts on the school file. In the 1990–91 and 1993–94 files, the teacher file counts are increased to equalize the estimates between the teacher and school files. This increase is not a change in the educational system, but a consistency correction between the files.

5. Questionnaire and Conceptual Differences

Care must also be observed in the interpretation of change estimates across survey administrations since specific questions are not always worded the same from the first SASS survey to subsequent surveys. Both major and minor changes in wording of specific items occur; the ordering of items may be different and concepts can be different. (See appendix L, Crosswalk among Items in the 1987–88, 1990–91, 1993–94, and 1999–2000 SASS.)

As an example, in both the 1987–88 and 1990–91 SASS, the question, “Which best describes the community in which the school is located?” was asked of the respondent to the school survey. The SASS reinterview program in both 1988 and 1991 determined the responses to this item were highly subjective and exhibited moderate response variance. As a result of this finding, the 1990–91 and subsequent SASS data files have contained an “urbanicity” code²⁸ that is believed to be a more accurate description of the community than the self-reports. This methodology currently assigns locale codes based on the school’s physical location matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This rigorously defined locale code is conceptually different from the self-report of community type found on the 1987–88 SASS files.

Rewording a question or moving a question to another part of the questionnaire can affect the size of the estimates. This “change” occurs because the context for responding to the question has changed, and the question now may measure something different than it did originally. An example of items changing between the 1987–88 SASS and the 1990–91 SASS is the question about student participation in a vocational or technical program. In the 1987–88 SASS, the number of students participating in a vocational program was asked in a series along with student participation in various programs, such as in remedial reading or math programs. There was no restriction on the students’ school levels included in the 1987–88 number of vocational program students. However, in the 1990–91 SASS, the vocational program participation item was restricted to schools with grades 10 through 12. The vocational program question in 1990–91 is part of a sequence of items on enrollment of the school’s students in the academic, vocational, or general high school curriculum. The two estimates, from 1987–88 and 1990–91, are not strictly comparable and do not measure the same group of vocational students. (As of the 1993–94 survey, the questionnaire only asks whether the school offers such a program.)

In some cases, SASS may continue to make adjustments to questions. For example, there have been at least minor changes in the layout of college major fields in the principal and teacher questionnaires in each survey administration. In 1987–88, the college major field codes were grouped into either Education or General majors with the General major codes at the top of the list (Principals—then called “Administrators”) or at the left-hand side of the page (Teachers). This meant that the first major encountered for a math teacher would be “Mathematics” rather than “Mathematics education.” Because more teachers (and many principals) major in education with a specialization in an academic field than in the general field, the order was switched in 1990–91. This resulted in more mathematics teachers, for example, reporting a mathematics education major in 1990–91 than in 1987–88. Such a change could be due in large part to teachers noticing “Mathematics education” first, rather than “Mathematics,” and to a lesser extent, the real changes between two survey years. In 1993–94, “Education” became “Education Fields” and “General” became “General Fields” but the main change was expanding the space for the list

²⁸ The first locale code used in SASS is described in Johnson (1989). Recent changes to the locale code are described in Speicher (2002).

from less than half a page to a full page. In 1999–2000, some fields were re-worded, categories were added, some categories were re-ordered, and new subheadings were added. Principals were no longer asked the subject of their degree(s). (See appendix J, Crosswalk of Codes for Teachers' Major Field of Study.)

6. Calculating the Standard Error for a Cross-Year Comparison

When analyzing the change between two survey collections, such as between 1987–88 and 1999–2000, the following statistics should be computed:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

Where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are the standard errors for time 1 and time 2, respectively. This formula is valid only for independent estimates.

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Appendix A. Key Terms for SASS

The following terms are defined as they apply to SASS.

Common Core of Data (CCD). The Common Core of Data (CCD) is a group of surveys that collect public elementary and secondary education data from the 50 states, the District of Columbia, and the U.S. territories (American Samoa, Guam, Puerto Rico, Virgin Islands, Northern Mariana Islands). Information about staff and students in public schools is collected annually at the school, district, and state levels. Revenue and expenditure data are also collected at the state level.

Full-time equivalent (FTE). Full-time equivalent (FTE) quantifies school district and school staff positions in proportion to a full-time position. For example, if a full-time teacher works 35 hours per week in school district X, then a teacher who works 21 hours would have an FTE of 0.6 in that school district.

Librarian. A librarian is a school staff member whose main responsibility is taking care of the library.

Library media center. A library media center is an organized collection of printed, audiovisual, or computer resources that (a) is administered as a unit, (b) is located in a designated place or places, and (c) makes resources and services available to students, teachers, and administrators.

Library media specialist. A library media specialist is a teacher who is state-certified in the field of library media.

Local education agency (LEA). An LEA, or public school district, is a government agency that employs elementary or secondary teachers and is administratively responsible for providing public elementary or secondary instruction and educational support services. Included are education agencies that do not operate schools but employ teachers (e.g., regional cooperatives that employ special education teachers who teach in schools in more than one school district).

Private School Universe Survey (PSS). The Private School Universe Survey (PSS) is a biennial survey designed to collect data from all private schools in the 50 states and the District of Columbia. It is the universe from which the sample for the private school component of SASS is selected.

School, alternative. Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. They fall outside of the categories of regular, special education, and vocational education, although they may provide similar services or curriculum. Some examples of alternative schools are those for potential drop-outs, residential treatment centers for substance abuse (if they provide elementary or secondary education), and schools for chronic truants.

School, Bureau of Indian Affairs (BIA). Any school included in the 1997–98 *Office of Indian Education Programs: Education Directory* is a BIA-funded school. This directory was the population frame for the Indian School component of the 1999–2000 SASS. Schools listed in the BIA directory receive federal funds but may be operated by a local school district, a local tribe, or as a public charter school. Prior to the 1998–99 school year, states may have reported some BIA-funded schools to the Common Core of Data (CCD) and that would result in duplicate reporting. For the 1999–2000 SASS, any BIA-funded school was flagged as a BIA school, but if a school was also reported on CCD, that school received a Public School Questionnaire. CCD now reports all BIA-funded schools separately from the

state counts. Similarly, for BIA-funded schools appearing on the public charter school frame, those schools, if eligible, received a Public Charter School Questionnaire.

School, combined. A school is classified as combined if it has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary. A school is classified as elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary. Schools with only kindergarten or prekindergarten were not included in the survey.

School, Native American. Native American schools are public schools where 19.5 percent or more of the students are American Indian or Alaska Native, as reported in the 1997–98 Common Core of Data. This classification was used in stratifying the SASS public school sample in order to improve estimates of the Native American student population.

School, private. A private school is a school that is not supported primarily by public funds (i.e., it is not a public school). It must provide instruction for one or more of grades 1 through 12 (or comparable ungraded levels), have one or more teachers, and be located in a building that is not used primarily as a private home. Organizations or institutions that provide support for home schooling but do not offer classroom instruction for students are not included.

School, public. A public school is defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support and is operated by an education or chartering agency. They include regular, special education, vocational/technical, alternative, and public charter schools. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included. They also include Bureau of Indian Affairs-funded schools operated by local public school districts.

School, public charter. A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school or it may previously have been a public or private school. The sector includes public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year.

School, secondary. A school is classified as secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7; for example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

School, special education. Special education schools provide educational services to students with special physical or mental needs, that is, students with mental handicaps (such as mental retardation or autism), physical handicaps (such as hearing-impairment), or learning disabilities (such as dyslexia).

School, traditional public. Traditional public schools are the subset of all public schools that are not public charter schools. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile detention centers, schools located on military bases and operated by the Department of Defense (DoD), and Bureau of Indian Affairs-funded (BIA) schools operated by local public school districts. See also the definitions for public and public charter schools.

School, vocational. Vocational schools primarily serve students who are being trained for semi-skilled or technical occupations.

Teacher. A teacher is any full-time or part-time school staff member who teaches one or more regularly scheduled classes in any of grades K–12 (or comparable ungraded levels).¹ In addition to regular full-time teachers, the following types of teachers are also included:

- 1) itinerant teachers,
- 2) long-term substitutes who fill the role of a regular teacher on a long-term basis,
- 3) administrators, counselors, librarians, and other professional or support staff who teach **any** regularly scheduled classes, and
- 4) other part-time teachers.

Short-term substitute teachers and student teachers are not included.

Teacher, itinerant. An itinerant teacher teaches at more than one school; for example, a music teacher who teaches 3 days per week at one school and 2 days per week at another.

Teachers, newly hired. Newly hired teachers are teachers who were hired by a public school district or by a private or Indian school for the 1999–2000 school year. They included teachers returning from unpaid leave of absence of one school year or more, but not short-term substitute teachers.

Typology, private school. Private schools were assigned to one of three major categories and, within each major category, one of three subcategories, making two typology variables, “3-level typology” and “9-level typology.” The categories and subcategories are:

- 1) Catholic—parochial, diocesan, and private;
- 2) Other religious—affiliated with a conservative Christian school association, affiliated with a national denomination, and unaffiliated; and
- 3) Nonsectarian—regular, special program emphasis, and special education.²

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, 1st grade, 2nd grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to “primary” and “intermediate” levels instead of specific grades.

¹ This definition differs from the one used for the 1987–88 and 1990–91 administrations of SASS. In those surveys, a teacher was defined as a school staff member whose primary assignment was teaching in any of grades K–12. School staff whose primary assignment was something other than teaching were excluded, even if they taught some regularly scheduled classes.

² For more complete information, see NCES 92–082, *Diversity of Private Schools*, by Marilyn M. McMillen and Peter Benson, at <http://nces.ed.gov/pubs92/92082.pdf>.

Appendix B. Questionnaire Availability

Online, downloadable pdf files

Questionnaires for every data collection component in every survey cycle since the first 1987–88 Schools and Staffing Survey (SASS) and the first 1988–89 Teacher Follow-up Survey (TFS) are available online as downloadable pdf files at:

<http://nces.ed.gov/surveys/sass/questionnaire.asp>

Select the survey year of interest and then proceed to select the specific questionnaire to browse or download. The Teacher Listing Form (TLF) is the form that gathers the data used to select the teacher sample. While no data for this form are reported publicly, the questionnaire form is available at the SASS website only, for those interested in the survey methodology.

In general, as the 4-year survey cycle advances toward the next data collection, the questionnaires will be posted online as they are finalized and sent to the printer. That is generally about 2 months prior to the data collection phase of the survey cycle.

The pdf files of the questionnaires are also available on the *1999–2000 Schools and Staffing Survey (SASS) CD-ROM* with Electronic Codebook. All of the 1999–2000 SASS questionnaires are available on the restricted-use version (NCES 2002–315, revised), and the questionnaires for the public district, and the public and private principal, school, and teacher questionnaires are available on the public-use version (NCES 2004–372).

All of the SASS and TFS questionnaires are in the public domain. All survey items can be copied by anyone who wishes to use them in another survey, without any restrictions.

Appendix C. Selected Unweighted and Weighted Response Rate Tables

Note: All unweighted and weighted counts presented in this section are presented for the purpose of checking the data. Programmers are encouraged to validate their programs by comparing their results with the cross-tabulated number of observations in these tables. However, these tables were prepared from preliminary response rate files and the rates may not agree with the response rates on the final files.

Item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

List of Tables

Table C-1.	State response rates (in percent) for public districts, principals, schools, teachers, and library media centers, unweighted and weighted: 1999–2000	C-3
Table C-2.	NCES typology response rates (in percent) for private school principals, schools, teachers, and library media centers, unweighted and weighted: 1999–2000	C-4
Table C-3.	Bureau of Indian Affairs school response rates, weighted components: 1999–2000.....	C-4
Table C-4.	Public charter school response rates, weighted components: 1999–2000.....	C-4
Table C-5.	State response rates for public school districts, unweighted and weighted: 1999–2000....	C-5
Table C-6.	State response rates for public school principals, unweighted and weighted: 1999–2000.....	C-6
Table C-7.	Sampled affiliation groups’ response rates for private principals and schools, unweighted and weighted: 1999–2000.....	C-7
Table C-8.	NCES typology response rates for private school principals, unweighted and weighted: 1999–2000.....	C-8
Table C-9.	State response rates for public schools, unweighted and weighted: 1999–2000.....	C-9
Table C-10.	NCES typology response rates for private schools, unweighted and weighted: 1999–2000.....	C-10
Table C-11.	State response rates for public school teachers, unweighted and weighted: 1999–2000 .	C-11
Table C-12.	NCES typology response rates for private school teachers, unweighted and weighted: 1999–2000.....	C-12
Table C-13.	State response rates for public school library media centers, unweighted and weighted: 1999–2000.....	C-13
Table C-14.	NCES typology response rates for private school library media centers, unweighted and weighted: 1999–2000	C-14
Table C-15.	Item response rates for the School District Questionnaire (SASS-1A), unweighted and weighted: 1999–2000	C-15
Table C-16.	Item response rates for the Public School Principal Questionnaire (SASS-2A), unweighted and weighted: 1999–2000.....	C-21
Table C-17.	Item response rates for the Private School Principal Questionnaire (SASS-2B), unweighted and weighted: 1999–2000.....	C-26
Table C-18.	Item response rates for the Indian School Principal Questionnaire (SASS-2C), unweighted and weighted: 1999–2000.....	C-30
Table C-19.	Item response rates for the Public Charter School Principal Questionnaire (SASS-2D), unweighted and weighted: 1999–2000	C-34
Table C-20.	Item response rates for the Public School Questionnaire (SASS-3A), unweighted and weighted: 1999–2000	C-39
Table C-21.	Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000.....	C-45
Table C-22.	Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000.....	C-54

Table C-23.	Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000.....	C-62
Table C-24.	Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000.....	C-72
Table C-25.	Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000.....	C-79
Table C-26.	Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000.....	C-86
Table C-27.	Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000.....	C-93
Table C-28.	Item response rates for the Public School Library Media Center Questionnaire (LS-1A), unweighted and weighted: 1999–2000	C-100
Table C-29.	Item response rates for the Private School Library Media Center Questionnaire (LS-1B), unweighted and weighted: 1999–2000.....	C-103
Table C-30.	Item response rates for the Indian School Library Media Center Questionnaire (LS-1C), unweighted and weighted: 1999–2000.....	C-106

Table C-1. State response rates (in percent) for public districts, principals, schools, teachers, and library media centers, unweighted and weighted: 1999–2000

State	Districts		Principals		Schools		Teachers ¹		Library Media Centers	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
50 States & DC	87.1	88.6	90.6	90.0	88.5	88.5	81.2	83.1	87.1	94.7
Alabama	93.4	94.2	93.4	95.4	95.6	95.8	79.6	83.3	90.0	98.3
Alaska	90.7	91.6	91.0	89.1	77.7	77.0	81.3	83.0	76.3	75.3
Arizona	89.7	92.0	90.5	89.6	87.1	88.4	81.2	84.0	86.6	91.9
Arkansas	93.3	94.7	93.8	92.9	92.5	94.0	82.7	84.3	90.6	99.5
California	80.4	89.8	86.2	85.9	81.7	81.3	76.8	78.2	77.6	83.6
Colorado	91.6	91.2	89.9	88.8	89.3	92.0	85.2	88.3	88.3	99.4
Connecticut	70.7	77.1	87.0	86.4	83.6	81.8	75.2	79.8	87.0	94.6
Delaware	78.9	78.9	86.4	86.3	80.3	80.0	80.1	83.7	90.0	90.0
District of Columbia	100.0	100.0	83.3	82.0	78.8	77.9	69.2	71.7	83.3	81.8
Florida	85.7	83.4	90.9	92.2	89.7	90.1	79.2	80.4	92.1	97.9
Georgia	93.9	84.7	94.0	93.6	93.4	97.3	81.4	85.0	91.1	99.6
Hawaii	100.0	100.0	90.8	90.6	82.7	82.2	85.2	86.0	96.9	97.3
Idaho	91.1	90.4	95.2	95.4	95.9	97.1	83.8	88.4	89.3	98.2
Illinois	88.7	95.5	92.4	92.4	90.1	91.9	81.9	83.5	89.1	97.8
Indiana	89.4	89.5	92.2	93.9	93.4	92.8	83.8	88.6	88.1	98.1
Iowa	90.3	91.6	95.3	95.3	92.9	93.3	84.6	87.4	91.7	96.1
Kansas	95.2	95.6	90.2	88.2	95.1	95.1	85.2	87.9	89.4	100.0
Kentucky	90.0	91.1	87.3	88.1	92.4	91.9	79.1	84.9	85.4	94.8
Louisiana	87.5	87.7	91.5	91.7	86.9	85.6	78.9	82.5	85.6	98.4
Maine	80.7	76.0	96.7	97.0	93.4	93.6	83.5	86.8	90.4	100.0
Maryland	73.9	74.6	73.5	72.5	68.7	68.0	77.9	83.6	69.9	75.2
Massachusetts	78.2	79.0	86.0	88.0	84.2	85.9	74.8	78.1	88.1	97.7
Michigan	89.9	90.0	93.8	93.9	89.9	89.5	81.8	83.6	83.1	95.9
Minnesota	87.1	85.7	94.3	93.9	91.8	93.1	80.6	84.7	89.8	98.5
Mississippi	86.7	88.4	91.5	92.5	93.6	93.5	82.5	85.8	83.9	95.1
Missouri	92.2	93.8	94.3	92.9	92.8	92.9	83.5	86.5	88.8	96.6
Montana	85.5	89.1	95.9	96.1	91.3	90.4	86.0	90.1	91.3	96.8
Nebraska	88.9	92.4	92.5	94.2	92.6	95.4	87.5	89.9	88.6	95.6
Nevada	82.4	82.4	88.8	88.8	83.3	84.9	78.0	80.9	86.8	95.8
New Hampshire	79.8	73.8	93.1	93.5	91.5	91.1	82.6	85.3	89.5	96.1
New Jersey	81.7	78.5	86.6	83.8	80.1	80.1	78.0	80.8	82.1	88.5
New Mexico	91.2	90.1	89.9	88.1	91.1	92.3	78.3	84.7	81.4	96.4
New York	85.4	84.0	81.9	79.5	83.3	80.8	76.0	76.8	85.0	93.0
North Carolina	84.9	85.2	89.8	85.3	94.4	94.6	81.3	83.3	86.4	92.7
North Dakota	87.6	85.0	93.3	93.1	90.6	90.1	84.6	87.0	83.5	93.4
Ohio	82.8	84.0	96.2	96.3	93.0	94.3	84.0	86.6	92.7	97.6
Oklahoma	89.2	89.5	91.1	92.0	87.6	87.9	84.2	86.2	90.1	98.5
Oregon	87.5	89.3	89.2	90.5	85.0	88.8	83.4	86.9	92.6	97.2
Pennsylvania	87.2	88.9	89.0	86.2	90.1	87.0	81.0	81.9	91.6	97.3
Rhode Island	74.3	73.3	86.5	86.4	91.9	91.7	76.0	78.8	96.8	97.0
South Carolina	91.7	92.5	91.5	92.5	89.9	86.5	78.7	80.6	87.0	91.4
South Dakota	92.1	92.3	92.3	93.2	87.0	91.9	84.1	85.3	84.4	97.7
Tennessee	92.0	94.4	86.6	87.6	90.1	91.5	81.8	86.5	86.3	94.5
Texas	89.0	90.4	94.0	93.9	89.9	89.1	80.3	84.1	88.9	96.1
Utah	97.0	97.4	95.8	94.2	89.3	89.1	86.0	87.2	86.0	99.0
Vermont	70.5	68.9	91.3	92.7	86.3	89.0	79.8	82.0	90.5	100.0
Virginia	90.2	90.8	87.2	87.3	85.5	84.3	82.8	85.2	89.0	95.0
Washington	89.5	91.2	94.3	91.4	88.3	86.3	79.0	81.7	88.3	95.2
West Virginia	85.7	85.7	90.8	91.7	92.0	92.1	80.6	84.2	80.6	96.3
Wisconsin	89.9	90.3	90.8	89.4	87.4	88.0	81.1	84.6	86.1	94.6
Wyoming	92.9	93.7	91.5	91.0	87.0	88.9	85.2	89.1	87.7	98.5

¹ Public school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; 7.8 percent of the in-scope public schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “School District Survey,” “Public School Principal Survey,” “Public School Survey,” “Public Teacher Survey,” and “Public Library Media Center Survey,” 1999–2000, preliminary response rate files.

Table C-2. NCES typology response rates (in percent) for private school principals, schools, teachers, and library media centers, unweighted and weighted: 1999–2000

NCES typology	Principals		Schools		Teachers ¹		Library Media Centers	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
Total	85.8	84.8	80.8	79.8	74.9	77.2	84.1	87.7
Catholic	90.1	90.7	86.3	87.2	77.4	79.8	87.9	92.3
Parochial	91.7	91.3	88.5	88.4	77.2	78.8	88.6	92.9
Diocesan	89.4	91.0	83.8	85.8	78.6	82.0	85.4	91.2
Private order	87.4	86.3	85.1	84.2	75.9	79.0	90.2	92.0
Other religious	84.2	82.4	78.8	77.1	73.4	73.6	81.8	83.6
Conservative Christian	82.4	83.9	74.9	74.6	70.2	71.9	77.1	79.1
Affiliated	85.0	79.2	80.2	75.7	74.9	75.6	85.6	87.9
Unaffiliated	84.8	83.1	80.5	80.8	73.5	73.6	79.4	84.8
Nonsectarian	83.9	81.0	78.2	74.5	74.2	77.8	83.1	86.3
Regular	79.1	71.4	74.4	65.6	75.1	78.6	80.4	81.5
Special emphasis	87.8	90.5	82.5	85.8	67.1	70.8	88.1	92.1
Special education	91.4	87.9	82.4	76.5	81.5	83.7	86.6	91.5

¹ Private school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; 13.0 percent of the in-scope private schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Survey," "Private School Survey," "Private Teacher Survey," and "Private Library Media Center Survey," 1999–2000, preliminary response rate files.

Table C-3. Bureau of Indian Affairs school response rates, weighted components: 1999–2000

BIA school component	Response rate (percent)	Number of responses	Universe
Schools	96.7	116	120
Principals	93.3	111	119
Teachers ¹	84.4	373	442
Library media center	95.4	104	109

¹ BIA school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; 2.5 percent of the in-scope BIA schools did not send in teacher lists.

NOTE: BIA schools are federally-funded by the Bureau of Indian Affairs and may be administered by BIA, local tribes, or in cooperation with public agencies or private contractors.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Survey," "BIA School Principal Survey," "BIA Teacher Survey," and "BIA Library Media Center Survey," 1999–2000, preliminary response rate files.

Table C-4. Public charter school response rates, weighted components: 1999–2000

Public charter school component	Response rate (percent)	Number of responses	Universe
Schools	86.1	870	1,010
Principals	90.2	891	988
Teachers ¹	78.7	2,847	3,617
Library media center	†	†	†

† Not applicable.

¹ Charter school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; 8.7 percent of the in-scope public charter schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter School Survey," "Charter School Principal Survey," and "Charter Teacher Survey," 1999–2000, preliminary response rate files.

Table C-5. State response rates for public school districts, unweighted and weighted: 1999–2000

State	Unweighted			Weighted		
	Response rate (percent)	Number of Responses	Sample	Response rate (percent)	Number of responses	Universe
50 states and DC	87.1	4,690	5,386	88.6	13,059	14,746
Alabama	93.4	85	91	94.2	112	119
Alaska	90.7	39	43	91.7	49	53
Arizona	89.7	87	97	92.0	152	166
Arkansas	93.3	112	120	94.7	311	328
California	80.4	263	327	89.8	1,107	1,233
Colorado	91.6	76	83	91.2	161	177
Connecticut	70.7	65	92	77.1	125	163
Delaware	78.9	15	19	78.9	15	19
District of Columbia	100.0	1	1	100.0	1	1
Florida	85.7	48	56	83.4	57	68
Georgia	93.9	92	98	94.8	168	177
Hawaii	100.0	1	1	100.0	1	1
Idaho	91.1	72	79	90.4	104	115
Illinois	88.7	141	159	95.5	917	960
Indiana	89.4	110	123	89.5	259	290
Iowa	90.3	112	124	91.6	300	327
Kansas	95.2	119	125	95.6	312	326
Kentucky	90.0	90	100	91.1	167	183
Louisiana	87.5	56	64	87.8	60	69
Maine	80.7	88	109	76.0	162	213
Maryland	73.9	17	23	74.6	18	24
Massachusetts	78.2	93	119	79.0	245	310
Michigan	89.9	143	159	90.0	522	580
Minnesota	87.1	115	132	85.7	339	395
Mississippi	86.7	98	113	88.4	138	156
Missouri	92.2	118	128	93.8	502	535
Montana	85.5	124	145	89.1	412	463
Nebraska	88.9	104	117	92.4	566	613
Nevada	82.4	14	17	82.4	14	17
New Hampshire	79.8	67	84	73.8	131	177
New Jersey	81.7	125	153	78.5	444	566
New Mexico	91.2	52	57	90.0	78	87
New York	85.4	170	199	84.0	609	725
North Carolina	84.9	73	86	85.2	103	121
North Dakota	87.6	99	113	85.0	214	251
Ohio	82.8	130	157	84.0	567	674
Oklahoma	89.2	206	231	89.5	451	504
Oregon	87.5	77	88	89.3	159	178
Pennsylvania	87.2	129	148	88.9	489	550
Rhode Island	74.3	26	35	73.3	27	37
South Carolina	91.7	55	60	92.4	71	77
South Dakota	92.1	117	127	92.3	170	184
Tennessee	92.0	80	87	94.3	145	153
Texas	89.0	282	317	90.4	1,005	1,112
Utah	97.0	32	33	97.4	38	39
Vermont	70.5	67	95	68.9	163	236
Virginia	90.2	74	82	90.8	140	154
Washington	89.5	111	124	91.2	261	286
West Virginia	85.7	48	56	85.7	48	56
Wisconsin	89.9	133	148	90.3	410	454
Wyoming	92.9	39	42	93.7	44	47

NOTE: The number of responses excludes the SASS/NAEP overlap districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "School District Survey," 1999–2000, preliminary response rate files.

Table C-6. State response rates for public school principals, unweighted and weighted: 1999–2000

State	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
50 states and DC	90.6	8,524	9,404	90.0	75,147	83,486
Alabama	93.4	214	229	95.4	1,260	1,320
Alaska	91.0	172	189	89.1	422	474
Arizona	90.5	182	201	89.6	1,030	1,150
Arkansas	93.8	150	160	92.9	1,034	1,113
California	86.2	394	457	85.9	7,345	8,555
Colorado	89.9	151	168	88.8	1,225	1,379
Connecticut	87.0	140	161	86.4	871	1,008
Delaware	86.4	57	66	86.3	138	160
District of Columbia	83.3	55	66	82.0	129	157
Florida	90.9	210	231	92.2	2,359	2,559
Georgia	94.0	171	182	93.6	1,646	1,758
Hawaii	90.8	89	98	90.6	210	231
Idaho	95.2	157	165	95.4	564	592
Illinois	92.4	183	198	92.4	3,658	3,959
Indiana	92.2	153	166	93.9	1,728	1,840
Iowa	95.3	161	169	95.3	1,391	1,460
Kansas	90.2	147	163	88.2	1,257	1,426
Kentucky	87.3	145	166	88.1	1,124	1,276
Louisiana	91.5	194	212	91.7	1,258	1,372
Maine	96.7	147	152	97.0	688	709
Maryland	73.5	122	166	72.5	901	1,242
Massachusetts	86.0	141	164	88.0	1,524	1,732
Michigan	93.8	181	193	93.9	3,109	3,310
Minnesota	94.3	165	175	93.9	1,574	1,677
Mississippi	91.5	183	200	92.5	845	914
Missouri	94.3	166	176	92.9	1,860	2,002
Montana	95.9	162	169	96.1	743	772
Nebraska	92.5	149	161	94.2	1,130	1,200
Nevada	88.8	111	125	88.8	370	417
New Hampshire	93.1	108	116	93.5	407	435
New Jersey	86.6	155	179	83.8	1,902	2,268
New Mexico	89.9	161	179	88.1	607	689
New York	81.9	267	326	79.5	3,163	3,980
North Carolina	89.8	177	197	85.3	1,749	2,051
North Dakota	93.3	167	179	93.1	536	576
Ohio	96.2	178	185	96.3	3,477	3,609
Oklahoma	91.1	329	361	92.0	1,648	1,791
Oregon	89.2	149	167	90.5	1,063	1,175
Pennsylvania	89.0	161	181	86.2	2,654	3,080
Rhode Island	86.5	83	96	86.4	244	282
South Carolina	91.5	151	165	92.5	1,015	1,098
South Dakota	92.3	193	209	93.2	700	751
Tennessee	86.6	155	179	87.6	1,352	1,544
Texas	94.0	420	447	93.9	6,182	6,583
Utah	95.8	158	165	94.2	654	694
Vermont	91.3	105	115	92.7	303	327
Virginia	87.2	150	172	87.3	1,579	1,808
Washington	94.3	181	192	91.4	1,749	1,913
West Virginia	90.8	148	163	91.7	713	777
Wisconsin	90.8	157	173	89.4	1,713	1,917
Wyoming	91.5	119	130	91.0	345	379

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000, preliminary response rate file.

Table C-7. Sampled affiliation groups' response rates for private principals and schools, unweighted and weighted: 1999–2000

Area and list frame	Principals					
	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
Total, area and list frame	85.8	2,734	3,185	84.8	21,026	24,793
Area frame	80.0	60	75	81.4	633	778
Affiliation list frame	86.0	2,674	3,110	84.9	20,393	24,015
1 Association of Military Colleges and Schools of US	100.0	17	17	100	17	17
2 Catholic	91.1	810	889	91.4	7,204	7,880
3 Friends	84.3	59	70	84.3	59	70
4 Episcopal	82.2	83	101	85.0	296	348
5 National Society for Hebrew Day Schools	84.3	59	70	84.3	133	158
6 Solomon Schechter Day Schools	96.2	51	53	96.2	51	53
7 Other Jewish	74.7	59	79	77.9	264	339
8 Lutheran Church-Missouri Synod	94.9	94	99	96.4	1,001	1,039
9 Evangelical Lutheran Church-Wisconsin Synod	93.9	93	99	94.0	339	361
10 Evangelical Lutheran Church in America	92.5	74	80	92.1	91	98
11 Other Lutheran	92.3	48	52	92.3	48	52
12 Seventh-Day Adventist	90.2	83	92	89.5	830	927
13 Christian Schools International	93.1	81	87	90.4	276	306
14 American Association of Christian Schools	82.4	61	74	80.8	598	740
15 Association of Christian Schools International	87.3	178	204	88.9	1,914	2,153
16 National Association of Private Schools for Exceptional Children	91.2	83	91	93.3	213	229
17 Montessori	94.9	74	78	95.1	615	647
18 National Association of Independent Schools	84.0	216	257	87.7	812	926
19 National Independent Private School Association	79.4	50	63	79.3	60	76
20 All else	81.7	205	251	81.9	3,207	3,915
Not available	64.5	196	304	64.2	2,365	3,681
Area and list frame	Schools					
	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
Total, area and list frame	80.8	2,611	3,233	79.8	20,598	25,819
Area frame	70.4	62	88	71.0	782	1,100
Affiliation list frame	81.0	2,549	3,145	80.2	19,817	24,719
1 Association of Military Colleges and Schools of US	88.2	15	17	88.2	15	17
2 Catholic	87.0	774	890	87.7	6,917	7,890
3 Friends	77.5	55	71	77.5	55	71
4 Episcopal	83.2	84	101	85.6	298	348
5 National Society for Hebrew Day Schools	70.0	49	70	70.9	112	157
6 Solomon Schechter Day Schools	84.9	45	53	84.9	45	53
7 Other Jewish	70.9	56	79	76.1	258	339
8 Lutheran Church-Missouri Synod	94.0	94	100	94.6	992	1,048
9 Evangelical Lutheran Church-Wisconsin Synod	89.0	89	100	87.9	321	366
10 Evangelical Lutheran Church in America	88.7	71	80	89.0	87	98
11 Other Lutheran	88.9	48	54	88.9	48	54
12 Seventh-Day Adventist	91.3	84	92	91.8	851	927
13 Christian Schools International	87.5	77	88	82.5	256	310
14 American Association of Christian Schools	73.0	54	74	75.7	560	740
15 Association of Christian Schools International	79.6	164	206	80.4	1,746	2,171
16 National Association of Private Schools for Exceptional Children	85.9	79	92	89.0	206	232
17 Montessori	89.9	71	79	88.7	584	658
18 National Association of Independent Schools	77.9	201	258	81.7	765	937
19 National Independent Private School Association	80.3	53	66	79.5	63	80
20 All else	77.6	204	263	79.1	3,454	4,365
Not available	58.3	182	312	56.6	2,182	3,858

NOTE: Area frame schools cannot be reported by affiliation because there was no information on affiliation at the time the sample was drawn.

The sample is designed to represent area frame schools and the list frame affiliations nationally.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Survey" and "Private School Survey," 1999–2000, preliminary response rate files.

Table C-8. NCES typology response rates for private school principals, unweighted and weighted: 1999–2000

NCES typology	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
Total	85.8	2,734	3,185	84.8	21,026	24,793
Catholic	90.1	821	911	90.7	7,304	8,052
Parochial	91.7	398	434	91.3	4,312	4,725
Diocesan	89.4	271	303	91.0	2,329	2,559
Private order	87.4	152	174	86.3	664	769
Other religious	84.2	1,313	1,559	82.4	9,908	12,030
Conservative Christian	82.4	370	449	83.9	3,991	4,758
Affiliated	85.0	568	668	79.2	2,555	3,226
Unaffiliated	84.8	375	442	83.1	3,362	4,046
Nonsectarian	83.9	600	715	81.0	3,814	4,711
Regular	79.1	303	383	71.4	1,572	2,203
Special emphasis	87.8	159	181	90.5	1,325	1,465
Special education	91.4	138	151	87.9	917	1,044

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Survey," 1999–2000, preliminary response rate files.

Table C-9. State response rates for public schools, unweighted and weighted: 1999–2000

State	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
50 states and DC	88.5	8,432	9,527	88.5	74,814	84,581
Alabama	95.6	219	229	95.8	1,265	1,320
Alaska	77.7	150	193	77.0	378	491
Arizona	87.1	176	202	88.4	1,020	1,154
Arkansas	92.5	149	161	94.0	1,056	1,123
California	81.7	379	464	81.3	7,003	8,617
Colorado	89.3	151	169	92.0	1,272	1,382
Connecticut	83.6	138	165	81.8	835	1,021
Delaware	80.3	53	66	80.0	128	160
District of Columbia	78.8	52	66	78.0	122	157
Florida	89.7	210	234	90.1	2,345	2,604
Georgia	93.4	170	182	97.3	1,711	1,758
Hawaii	82.7	81	98	82.2	190	231
Idaho	95.9	162	169	97.1	616	635
Illinois	90.1	182	202	91.9	3,710	4,037
Indiana	93.4	155	166	92.8	1,707	1,840
Iowa	92.9	158	170	93.3	1,362	1,460
Kansas	95.1	155	163	95.1	1,355	1,426
Kentucky	92.4	158	171	91.9	1,185	1,289
Louisiana	86.9	185	213	85.6	1,182	1,382
Maine	93.4	142	152	93.6	663	709
Maryland	68.7	114	166	68.0	844	1,242
Massachusetts	84.2	139	165	85.9	1,491	1,735
Michigan	89.9	178	198	89.5	3,059	3,419
Minnesota	91.8	168	183	93.1	1,641	1,762
Mississippi	93.6	189	202	93.5	869	929
Missouri	92.8	168	181	93.0	1,885	2,028
Montana	91.3	168	184	90.4	845	935
Nebraska	92.6	151	163	95.4	1,171	1,228
Nevada	83.3	105	126	84.9	355	418
New Hampshire	91.5	108	118	91.1	405	444
New Jersey	80.1	145	181	80.1	1,826	2,280
New Mexico	91.1	164	180	92.3	646	700
New York	83.3	275	330	80.8	3,235	4,004
North Carolina	94.4	187	198	94.6	1,944	2,055
North Dakota	90.6	164	181	90.1	523	580
Ohio	93.0	173	186	94.3	3,467	3,675
Oklahoma	87.6	317	362	87.9	1,578	1,795
Oregon	85.0	142	167	88.8	1,043	1,175
Pennsylvania	90.1	164	182	87.0	2,682	3,083
Rhode Island	91.9	91	99	91.7	264	287
South Carolina	89.9	151	168	86.5	961	1,112
South Dakota	87.0	187	215	91.9	723	786
Tennessee	90.1	163	181	91.5	1,422	1,554
Texas	89.9	409	455	89.1	5,937	6,663
Utah	89.3	150	168	89.1	636	714
Vermont	86.3	101	117	89.0	300	337
Virginia	85.5	147	172	84.3	1,524	1,808
Washington	88.3	173	196	86.3	1,678	1,944
West Virginia	92.0	150	163	92.1	715	777
Wisconsin	87.4	152	174	88.0	1,704	1,937
Wyoming	87.0	114	131	88.9	338	380

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000, preliminary response rate file.

Table C-10. NCES typology response rates for private schools, unweighted and weighted: 1999–2000

NCES typology	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
Total	80.8	2,611	3,233	79.8	20,598	25,819
Catholic	86.3	787	912	87.2	7,027	8,062
Parochial	88.5	385	435	88.4	4,186	4,735
Diocesan	83.8	254	303	85.8	2,194	2,559
Private order	85.1	148	174	84.2	647	769
Other religious	78.8	1,254	1,592	77.1	9,926	12,865
Conservative Christian	74.9	340	454	74.6	3,608	4,838
Affiliated	80.2	538	671	75.7	2,493	3,295
Unaffiliated	80.5	376	467	80.8	3,824	4,733
Nonsectarian	78.2	570	729	74.5	3,646	4,891
Regular	74.4	288	387	65.6	1,464	2,233
Special emphasis	82.5	156	189	85.8	1,374	1,602
Special education	82.4	126	153	76.5	808	1,056

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000, preliminary response rate file.

Table C-11. State response rates for public school teachers, unweighted and weighted: 1999–2000

State	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
50 states and DC	81.2	42,086	51,811	83.1	2,042,941	2,458,880
Alabama	79.6	993	1,248	83.3	37,175	44,655
Alaska	81.3	731	899	83.0	6,387	7,694
Arizona	81.2	906	1,116	84.0	32,333	38,469
Arkansas	82.7	769	930	84.3	22,584	26,791
California	76.8	2,208	2,875	78.2	183,030	233,971
Colorado	85.2	803	943	88.3	31,553	35,740
Connecticut	75.2	640	851	79.8	27,546	34,502
Delaware	80.1	222	277	83.7	4,589	5,481
District of Columbia	69.2	225	325	71.7	2,794	3,894
Florida	79.2	974	1,230	80.4	86,011	106,919
Georgia	81.4	733	901	85.0	62,072	72,998
Hawaii	85.2	432	507	86.0	7,995	9,294
Idaho	83.8	754	900	88.4	11,456	12,959
Illinois	81.9	902	1,102	83.5	90,359	108,257
Indiana	83.8	759	906	88.6	46,441	52,401
Iowa	84.6	786	929	87.4	29,738	34,038
Kansas	85.2	785	921	87.9	27,038	30,757
Kentucky	79.1	701	886	84.9	31,170	36,694
Louisiana	78.9	802	1,016	82.5	33,217	40,283
Maine	83.5	711	851	86.8	13,191	15,189
Maryland	77.9	568	729	83.6	30,063	35,945
Massachusetts	74.8	690	922	78.1	48,890	62,617
Michigan	81.8	807	987	83.6	64,658	77,382
Minnesota	80.6	852	1,057	84.7	44,205	52,180
Mississippi	82.5	875	1,061	85.8	22,917	26,719
Missouri	83.5	849	1,017	86.5	49,160	56,861
Montana	86.0	1,078	1,253	90.1	10,956	12,159
Nebraska	87.5	821	938	89.9	18,516	20,595
Nevada	78.0	416	533	80.9	11,215	13,860
New Hampshire	82.6	512	620	85.3	11,700	13,712
New Jersey	78.0	683	876	80.8	58,350	72,179
New Mexico	78.3	654	835	84.7	14,585	17,211
New York	76.0	1,220	1,606	76.8	117,430	152,871
North Carolina	81.3	729	897	83.3	54,484	65,370
North Dakota	84.6	898	1,061	87.0	7,154	8,225
Ohio	84.0	821	977	86.6	91,754	105,920
Oklahoma	84.2	1,719	2,041	86.2	32,762	38,017
Oregon	83.4	745	893	86.9	21,258	24,455
Pennsylvania	81.0	810	1,000	81.9	81,013	98,976
Rhode Island	76.0	311	409	78.8	7,234	9,176
South Carolina	78.7	659	837	80.6	28,294	35,084
South Dakota	84.1	1,054	1,253	85.3	8,881	10,415
Tennessee	81.8	1,089	1,331	86.5	44,228	51,144
Texas	80.3	2,183	2,718	84.1	191,109	227,157
Utah	86.0	710	826	87.2	17,550	20,128
Vermont	79.8	439	550	82.0	6,854	8,355
Virginia	82.8	1,126	1,360	85.2	55,334	64,923
Washington	79.0	833	1,055	81.7	38,277	46,846
West Virginia	80.6	658	816	84.2	15,786	18,744
Wisconsin	81.1	826	1,018	84.6	45,276	53,520
Wyoming	85.2	615	722	89.1	6,372	7,151

NOTE: Public school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; 7.8 percent of the in-scope public schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public Teacher Survey,” 1999–2000, preliminary response rate files.

Table C-12. NCES typology response rates for private school teachers, unweighted and weighted: 1999–2000

NCES typology	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
Total	74.9	7,098	9,472	77.2	231,881	300,344
Catholic	77.4	2,542	3,285	79.8	103,126	129,156
Parochial	77.2	1,182	1,531	78.8	52,726	66,871
Diocesan	78.6	840	1,069	82.0	32,678	39,839
Private order	75.9	520	685	79.0	17,722	22,446
Other religious	73.4	3,174	4,325	73.6	78,009	105,994
Conservative Christian	70.2	731	1,041	71.8	2,936	4,087
Affiliated	74.9	1,519	2,027	75.6	26,631	35,227
Unaffiliated	73.5	924	1,257	73.6	22,021	29,931
Nonsectarian	74.2	1,382	1,862	77.8	50,747	65,194
Regular	75.1	806	1,073	78.6	32,230	40,991
Special emphasis	67.1	312	465	70.8	9,546	13,490
Special education	81.5	264	324	83.7	8,971	10,714

NOTE: Private school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; 13.0 percent of the in-scope private schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Teacher Survey," 1999–2000, preliminary response rate file.

Table C-13. State response rates for public school library media centers, unweighted and weighted: 1999–2000

State	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
50 states and DC	87.1	7,715	8,858	94.7	74,015	78,151
Alabama	90.0	198	220	98.3	1,296	1,318
Alaska	76.3	132	173	75.3	326	434
Arizona	86.6	162	187	91.9	958	1,043
Arkansas	90.6	145	160	99.5	1,092	1,098
California	77.6	281	362	83.6	5,714	6,835
Colorado	88.3	144	163	99.4	1,350	1,358
Connecticut	87.0	134	154	94.6	885	935
Delaware	90.0	54	60	90.0	130	144
District of Columbia	83.3	50	60	81.8	114	140
Florida	92.1	197	214	97.9	2,368	2,418
Georgia	91.1	164	180	99.6	1,689	1,696
Hawaii	96.9	95	98	97.3	225	231
Idaho	89.3	142	159	98.2	560	570
Illinois	89.1	156	175	97.8	3,513	3,593
Indiana	88.1	141	160	98.1	1,692	1,725
Iowa	91.7	154	168	96.1	1,357	1,412
Kansas	89.4	144	161	100.0	1,423	1,423
Kentucky	85.4	134	157	94.8	1,125	1,186
Louisiana	85.6	167	195	98.4	1,223	1,242
Maine	90.4	122	135	100.0	670	670
Maryland	69.9	114	163	75.2	899	1,196
Massachusetts	88.1	140	159	97.7	1,633	1,671
Michigan	83.1	143	172	95.9	2,883	3,005
Minnesota	89.8	150	167	98.5	1,612	1,636
Mississippi	83.9	161	192	95.1	806	848
Missouri	88.8	151	170	96.6	1,970	2,039
Montana	91.3	157	172	96.8	750	775
Nebraska	88.6	140	158	95.6	1,017	1,064
Nevada	86.8	105	121	95.8	393	410
New Hampshire	89.5	102	114	96.1	432	450
New Jersey	82.1	138	168	88.5	1,841	2,081
New Mexico	81.4	140	172	96.4	642	666
New York	85.0	256	301	93.0	3,394	3,648
North Carolina	86.4	159	184	92.7	1,773	1,913
North Dakota	83.5	137	164	93.4	461	493
Ohio	92.7	166	179	97.6	3,586	3,674
Oklahoma	90.1	320	355	98.5	1,762	1,789
Oregon	92.6	150	162	97.2	1,114	1,146
Pennsylvania	91.6	153	167	97.3	2,882	2,963
Rhode Island	96.8	92	95	97.0	266	274
South Carolina	87.0	141	162	91.4	1,000	1,094
South Dakota	84.4	152	180	97.7	561	574
Tennessee	86.3	151	175	94.5	1,432	1,516
Texas	88.9	376	423	96.1	6,068	6,314
Utah	86.0	135	157	99.0	665	671
Vermont	90.5	105	116	100.0	336	336
Virginia	89.0	138	155	95.0	1,623	1,708
Washington	88.3	159	180	95.2	1,745	1,833
West Virginia	80.6	112	139	96.3	566	588
Wisconsin	86.1	149	173	94.6	1,877	1,983
Wyoming	87.7	107	122	98.5	322	327

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Library Media Center Survey," 1999–2000, preliminary response rate file.

Table C-14. NCES typology response rates for private school library media centers, unweighted and weighted: 1999–2000

NCES typology	Unweighted			Weighted		
	Response rate (percent)	Number of responses	Sample	Response rate (percent)	Number of responses	Universe
Total	84.1	2,086	2,480	87.7	14,794	16,863
Catholic	87.9	738	840	92.3	6,555	7,105
Parochial	88.6	351	396	92.9	3,883	4,180
Diocesan	85.4	240	281	91.2	2,051	2,249
Private order	90.2	147	163	92.0	622	676
Other religious	81.8	905	1,107	83.6	5,664	6,776
Conservative Christian	77.1	229	297	79.1	2,103	2,659
Affiliated	85.6	453	529	87.9	1,951	2,219
Unaffiliated	79.4	223	281	84.8	1,609	1,898
Nonsectarian	83.1	443	533	86.3	2,575	2,982
Regular	80.4	263	327	81.5	1,289	1,582
Special emphasis	88.1	96	109	92.1	750	815
Special education	86.6	84	97	91.5	536	585

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Library Media Center Survey," 1999–2000, preliminary response rate file.

Table C-15. Item response rates for the School District Questionnaire (SASS-1A), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
1A	100.0	4,924	4,924	1A	100.0	14,505	14,505
1B	100.0	4,924	4,924	1B	100.0	14,505	14,505
1C	100.0	4,924	4,924	1C	100.0	14,505	14,505
1D	97.9	4,823	4,924	1D	98.1	14,222	14,505
4A	99.0	4,874	4,924	4A	99.2	14,384	14,505
4B	0.0	0	1,283				
5A	97.2	4,788	4,924	5A	97.7	14,172	14,505
5B	100.0	4,923	4,924	5B	100.0	14,503	14,505
6A	74.4	3,661	4,924	6A	78.3	11,350	14,505
6B	72.5	3,568	4,924	6B	76.0	11,023	14,505
6C	74.8	3,683	4,924	6C	78.4	11,376	14,505
6D	78.6	3,869	4,924	6D	82.9	12,031	14,505
6E	77.9	3,836	4,924	6E	81.6	11,840	14,505
6F	79.3	3,907	4,924	6F	82.7	11,998	14,505
6(A-F) ALL	69.4	3,416	4,924	6(A-F) ALL	73.0	10,592	14,505
6(A-F) ANY	88.4	4,352	4,924	6(A-F) ANY	92.0	13,345	14,505
7A	98.7	4,862	4,924	7A	98.6	14,307	14,505
7B, PK	83.4	4,024	4,826	7B, PK	83.0	11,439	13,787
7B, K-12	88.0	4,247	4,826	7B, K-12	88.1	12,153	13,787
7C	97.7	4,713	4,826	7C	97.8	13,490	13,787
7D, PK	86.0	4,064	4,725	7D, PK	85.8	11,496	13,404
7D, K-12	90.7	4,284	4,725	7D, K-12	90.8	12,172	13,404
8	99.1	4,878	4,924	8	99.3	14,408	14,505
9A	92.6	4,562	4,924	9A	93.9	13,614	14,505
9B	87.7	4,317	4,924	9B	89.2	12,943	14,505
9C	92.8	4,568	4,924	9C	94.0	13,628	14,505
9D	92.9	4,575	4,924	9D	94.1	13,653	14,505
9E	93.0	4,578	4,924	9E	94.1	13,643	14,505
9(A-E) ALL	87.4	4,302	4,924	9(A-E) ALL	89.0	12,908	14,505
9(A-E) ANY	93.5	4,602	4,924	9(A-E) ANY	94.6	13,718	14,505
10	100.0	4,924	4,924	10	100.0	14,505	14,505
11A	99.4	4,892	4,924	11A	99.5	14,428	14,505
11B	98.2	4,835	4,924	11B	98.1	14,230	14,505
11C	98.9	4,870	4,924	11C	98.8	14,336	14,505
11D	98.6	4,856	4,924	11D	98.5	14,285	14,505
11E	98.6	4,853	4,924	11E	98.7	14,313	14,505
11F	98.1	4,832	4,924	11F	98.0	14,216	14,505
11G	99.1	4,878	4,924	11G	99.2	14,385	14,505
11H	97.5	4,802	4,924	11H	97.0	14,064	14,505
11I	96.9	4,772	4,924	11I	96.5	13,992	14,505
11(A-I) ALL	93.6	4,610	4,924	11(A-I) ALL	92.8	13,467	14,505
11(A-I) ANY	99.7	4,907	4,924	11(A-I) ANY	99.8	14,474	14,505
12A	97.9	4,821	4,924	12A	98.5	14,282	14,505
12B(1)	87.9	4,188	4,765	12B(1)	90.1	12,130	13,470
12B(2)	87.1	4,152	4,765	12B(2)	89.3	12,028	13,470
12B(3)	87.2	4,154	4,765	12B(3)	89.3	12,022	13,470
12B(4)	88.9	4,238	4,765	12B(4)	91.4	12,307	13,470
12B(1-4) ALL	85.6	4,081	4,765	12B(1-4) ALL	87.5	11,790	13,470
12B(1-4) ANY	91.2	4,345	4,765	12B(1-4) ANY	93.7	12,615	13,470
13A	96.7	4,761	4,924	13A	95.3	13,829	14,505
13B	96.3	4,743	4,924	13B	95.6	13,866	14,505
13C	96.9	4,771	4,924	13C	96.4	13,984	14,505

See notes at end of table.

Table C-15. Item response rates for the School District Questionnaire (SASS-1A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
13(A-C) ALL	94.0	4,631	4,924	13(A-C) ALL	93.0	13,492	14,505
13(A-C) ANY	98.6	4,854	4,924	13(A-C) ANY	98.1	14,228	14,505
14A	97.1	4,780	4,924	14A	98.3	14,259	14,505
14B	96.7	4,763	4,924	14B	97.8	14,189	14,505
14(A-B) ALL	96.2	4,737	4,924	14(A-B) ALL	97.5	14,141	14,505
14(A-B) ANY	97.6	4,806	4,924	14(A-B) ANY	98.6	14,307	14,505
15A	99.2	4,883	4,924	15A	99.3	14,410	14,505
15B	97.4	3,365	3,454	15B	97.7	9,893	10,128
16	98.5	4,850	4,924	16	98.9	14,340	14,505
17	99.4	4,896	4,924	17	99.6	14,441	14,505
18A	97.4	4,712	4,838	18A	96.9	13,527	13,966
18B	96.5	4,671	4,838	18B	95.5	13,342	13,966
18C	94.7	4,583	4,838	18C	93.2	13,023	13,966
18D	91.9	4,444	4,838	18D	90.6	12,658	13,966
18E	96.2	4,652	4,838	18E	95.3	13,310	13,966
18F	95.7	4,632	4,838	18F	94.7	13,232	13,966
18(A-F) ALL	87.7	4,241	4,838	18(A-F) ALL	85.5	11,946	13,966
18(A-F) ANY	98.2	4,752	4,838	18(A-F) ANY	97.8	13,665	13,966
20, LOW	91.9	79	86	20, LOW	90.1	485	538
20, HIGH	88.4	76	86	20, HIGH	85.1	458	538
21A	89.4	4,403	4,924	21A	88.3	12,804	14,505
21B	88.2	4,341	4,924	21B	86.5	12,545	14,505
21C	88.4	4,353	4,924	21C	87.1	12,638	14,505
21D	86.5	4,261	4,924	21D	83.9	12,176	14,505
21(A-D) ALL	85.2	4,193	4,924	21(A-D) ALL	82.1	11,913	14,505
21(A-D) ANY	89.7	4,418	4,924	21(A-D) ANY	88.6	12,844	14,505
22A	96.1	4,734	4,924	22A	96.2	13,947	14,505
22B	80.2	925	1,154	22B	77.7	2,495	3,212
23A	98.8	4,864	4,924	23A	99.1	14,367	14,505
23B	98.4	4,846	4,924	23B	98.5	14,293	14,505
23C	97.8	4,818	4,924	23C	98.2	14,249	14,505
23(A-C) ALL	97.3	4,792	4,924	23(A-C) ALL	97.7	14,173	14,505
23(A-C) ANY	99.0	4,874	4,924	23(A-C) ANY	99.1	14,381	14,505
24A	98.8	4,865	4,924	24A	99.0	14,363	14,505
24B	98.6	4,857	4,924	24B	98.6	14,296	14,505
24C	98.3	4,838	4,924	24C	98.5	14,290	14,505
24(A-C) ALL	97.9	4,819	4,924	24(A-C) ALL	98.0	14,210	14,505
24(A-C) ANY	99.0	4,874	4,924	24(A-C) ANY	99.1	14,377	14,505
25A	99.1	4,879	4,924	25A	99.1	14,380	14,505
25B	98.8	4,864	4,924	25B	99.0	14,363	14,505
25C	98.4	4,847	4,924	25C	98.6	14,297	14,505
25D	98.7	4,859	4,924	25D	98.7	14,323	14,505
25E	95.8	4,718	4,924	25E	95.9	13,909	14,505
25F	98.5	4,848	4,924	25F	98.4	14,272	14,505
25G	97.2	4,786	4,924	25G	97.5	14,135	14,505
25H	96.5	4,751	4,924	25H	96.9	14,050	14,505
25I	97.6	4,805	4,924	25I	97.8	14,191	14,505
25(A-I) ALL	92.1	4,534	4,924	25(A-I) ALL	92.6	13,437	14,505
25(A-I) ANY	99.4	4,892	4,924	25(A-I) ANY	99.4	14,420	14,505
26A	98.3	4,840	4,924	26A	98.4	14,276	14,505
26B	97.9	4,823	4,924	26B	98.1	14,230	14,505
26C	97.9	4,822	4,924	26C	98.0	14,218	14,505
26D	98.4	4,844	4,924	26D	98.6	14,297	14,505

See notes at end of table.

Table C-15. Item response rates for the School District Questionnaire (SASS-1A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
26E	98.0	4,824	4,924	26E	98.0	14,219	14,505
26(A-E) ALL	96.9	4,770	4,924	26(A-E) ALL	97.0	14,074	14,505
26(A-E) ANY	98.8	4,863	4,924	26(A-E) ANY	98.9	14,345	14,505
27	97.8	4,814	4,924	27	97.7	14,174	14,505
28	97.1	4,780	4,924	28	96.6	14,005	14,505
29A	98.2	4,834	4,924	29A	98.4	14,272	14,505
29B	97.4	4,796	4,924	29B	97.6	14,156	14,505
30A	98.2	4,833	4,924	30A	98.3	14,257	14,505
30B	97.6	4,805	4,924	30B	97.5	14,135	14,505
32A	92.8	3,007	3,241	32A	93.1	8,995	9,665
32B	91.6	2,969	3,241	32B	92.3	8,925	9,665
32C	92.1	2,984	3,241	32C	92.6	8,950	9,665
32D	93.6	3,033	3,241	32D	93.8	9,069	9,665
32E	94.0	3,045	3,241	32E	94.0	9,081	9,665
32F	93.5	3,031	3,241	32F	93.7	9,056	9,665
32(A-F) ALL	89.7	2,907	3,241	32(A-F) ALL	90.8	8,778	9,665
32(A-F) ANY	94.5	3,063	3,241	32(A-F) ANY	94.6	9,140	9,665
33A	93.8	3,041	3,241	33A	94.3	9,113	9,665
33B	94.5	3,062	3,241	33B	94.7	9,151	9,665
33C	94.7	3,070	3,241	33C	95.0	9,185	9,665
33(A-C) ALL	93.6	3,035	3,241	33(A-C) ALL	94.0	9,089	9,665
33(A-C) ANY	94.8	3,074	3,241	33(A-C) ANY	95.1	9,190	9,665
34A	99.3	4,889	4,924	34A	99.0	14,361	14,505
34B	93.4	328	351	34B	92.9	482	518
35A	98.6	4,855	4,924	35A	98.5	14,287	14,505
35B	93.4	1,563	1,673	35B	92.4	3,310	3,582
36A	98.6	4,854	4,924	36A	98.5	14,280	14,505
36B	81.8	1,697	2,075	36B	85.4	5,249	6,145
37A	98.4	4,845	4,924	37A	98.4	14,272	14,505
37B	87.1	1,942	2,230	37B	89.9	5,972	6,644
38A	98.7	4,859	4,924	38A	98.7	14,313	14,505
38B	96.0	498	519	38B	94.2	806	855
39A	97.5	4,800	4,924	39A	97.6	14,160	14,505
39B	96.2	4,735	4,924	39B	96.6	14,016	14,505
39C	71.6	3,525	4,924	39C	73.9	10,721	14,505
39(A-C) ALL	70.6	3,476	4,924	39(A-C) ALL	73.2	10,619	14,505
39(A-C) ANY	98.0	4,825	4,924	39(A-C) ANY	98.1	14,222	14,505
40	98.3	4,838	4,924	40	98.2	14,246	14,505
41	96.7	1,685	1,742	41	96.5	4,569	4,736
42A	95.6	1,335	1,396	42A	95.6	3,625	3,793
42B	90.8	799	880	42B	90.7	2,065	2,278
43A	95.0	1,326	1,396	43A	94.9	3,598	3,793
43B	90.5	201	222	43B	90.1	539	598
44A	95.4	1,332	1,396	44A	96.0	3,643	3,793
44B	91.2	625	685	44B	92.9	1,814	1,953
45	99.4	4,892	4,924	45	99.1	14,381	14,505
46A	96.6	4,279	4,431	46A	96.6	11,078	11,473
46B	96.3	4,265	4,431	46B	96.2	11,033	11,473
46C	94.9	4,207	4,431	46C	94.6	10,858	11,473
46D	96.2	4,261	4,431	46D	96.1	11,029	11,473
46E	96.0	4,254	4,431	46E	95.8	10,994	11,473
46F	95.4	4,225	4,431	46F	95.0	10,896	11,473
46 (A-F) ALL	94.0	4,163	4,431	46 (A-F) ALL	93.4	10,718	11,473

See notes at end of table.

Table C-15. Item response rates for the School District Questionnaire (SASS-1A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
46 (A-F) ANY	96.6	4,282	4,431	46 (A-F) ANY	96.6	11,086	11,473
47A	97.5	4,319	4,431	47A	97.3	11,165	11,473
47B	50.0	4	8	47B	63.2	17	27
48A	97.3	4,311	4,431	48A	97.0	11,131	11,473
48B	93.9	397	423	48B	93.4	1,092	1,169
48C	89.6	309	345	48C	88.4	853	965
49	97.4	4,316	4,431	49	97.2	11,146	11,473
50	98.7	4,860	4,924	50	99.0	14,356	14,505
51A	98.8	4,863	4,924	51A	99.0	14,356	14,505
51B	98.4	4,844	4,924	51B	98.7	14,318	14,505
51C	98.6	4,856	4,924	51C	99.0	14,361	14,505
51D	98.6	4,857	4,924	51D	98.8	14,329	14,505
51E	98.5	4,848	4,924	51E	98.5	14,283	14,505
51F	98.1	4,831	4,924	51F	98.1	14,230	14,505
51G	98.6	4,857	4,924	51G	98.8	14,335	14,505
51H	98.5	4,849	4,924	51H	98.6	14,297	14,505
51I	98.6	4,853	4,924	51I	98.4	14,277	14,505
51J	98.6	4,854	4,924	51J	98.8	14,330	14,505
51K	98.7	4,858	4,924	51K	98.9	14,342	14,505
51(A-K) ALL	95.5	4,700	4,924	51(A-K) ALL	95.2	13,803	14,505
51(A-K) ANY	99.2	4,886	4,924	51(A-K) ANY	99.4	14,423	14,505
52A	97.9	4,821	4,924	52A	98.4	14,268	14,505
52B	97.9	4,823	4,924	52B	98.3	14,261	14,505
52C	97.6	4,807	4,924	52C	98.0	14,212	14,505
52(A-C) ALL	97.2	4,785	4,924	52(A-C) ALL	97.6	14,160	14,505
52(A-C) ANY	98.3	4,841	4,924	52(A-C) ANY	98.6	14,307	14,505
53A	98.3	4,839	4,924	53A	98.4	14,270	14,505
53B	97.0	4,775	4,924	53B	97.2	14,097	14,505
53C	97.2	4,787	4,924	53C	97.6	14,159	14,505
53D	96.8	4,764	4,924	53D	97.0	14,070	14,505
53E	96.1	4,732	4,924	53E	96.7	14,026	14,505
53F	97.4	4,798	4,924	53F	97.7	14,168	14,505
53G	97.3	4,791	4,924	53G	97.7	14,167	14,505
53H	96.8	4,764	4,924	53H	97.2	14,099	14,505
53I	96.0	4,726	4,924	53I	96.2	13,946	14,505
53(A-I) ALL	91.2	4,490	4,924	53(A-I) ALL	91.7	13,303	14,505
53(A-I) ANY	98.7	4,862	4,924	53(A-I) ANY	99.1	14,374	14,505
54A	98.3	4,840	4,924	54A	98.4	14,277	14,505
54B	98.4	4,845	4,924	54B	98.8	14,330	14,505
54C	98.0	4,824	4,924	54C	98.4	14,275	14,505
54D	98.1	4,829	4,924	54D	98.4	14,269	14,505
54(A-D) ALL	97.1	4,779	4,924	54(A-D) ALL	97.5	14,138	14,505
54(A-D) ANY	98.8	4,863	4,924	54(A-D) ANY	99.1	14,371	14,505
55A	98.6	4,857	4,924	55A	98.8	14,328	14,505
55B(1)	90.1	567	629	55B(1)	88.9	1,338	1,506
55B(2)	92.1	579	629	55B(2)	90.9	1,370	1,506
55B(3)	90.5	569	629	55B(3)	89.3	1,345	1,506
55B(4)	90.5	569	629	55B(4)	89.3	1,345	1,506
55B(5)	90.1	567	629	55B(5)	89.0	1,340	1,506
55B(6)	91.4	575	629	55B(6)	90.0	1,356	1,506
55B(7)	97.5	613	629	55B(7)	97.7	1,472	1,506
55B(8)	97.3	612	629	55B(8)	97.6	1,470	1,506
55B(9)	96.5	607	629	55B(9)	96.8	1,458	1,506

See notes at end of table.

Table C-15. Item response rates for the School District Questionnaire (SASS-1A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
55B(10)	96.8	609	629	55B(10)	97.5	1,469	1,506
55B(11)	96.8	609	629	55B(11)	97.3	1,466	1,506
55B(12)	96.8	609	629	55B(12)	97.2	1,464	1,506
55B(1-12) ALL	88.1	554	629	55B(1-12) ALL	86.9	1,310	1,506
55B(1-12) ANY	98.3	618	629	55B(1-12) ANY	99.1	1,492	1,506
56A	98.5	4,849	4,924	56A	98.5	14,290	14,505
56B(1)	93.3	1,040	1,115	56B(1)	93.4	2,654	2,840
56B(2)	94.7	1,056	1,115	56B(2)	94.6	2,687	2,840
56B(3)	93.5	1,043	1,115	56B(3)	92.9	2,638	2,840
56B(4)	93.8	1,046	1,115	56B(4)	93.2	2,648	2,840
56B(5)	94.4	1,053	1,115	56B(5)	94.1	2,674	2,840
56B(6)	94.5	1,054	1,115	56B(6)	93.9	2,666	2,840
56B(7)	94.1	1,049	1,115	56B(7)	93.6	2,660	2,840
56B(8)	94.0	1,048	1,115	56B(8)	93.6	2,658	2,840
56B(9)	95.2	1,061	1,115	56B(9)	94.7	2,689	2,840
56B(10)	94.0	1,048	1,115	56B(10)	92.6	2,629	2,840
56B(11)	94.2	1,050	1,115	56B(11)	94.0	2,671	2,840
56B(12)	94.2	1,050	1,115	56B(12)	92.8	2,635	2,840
56B(1-12) ALL	90.6	1,010	1,115	56B(1-12) ALL	89.6	2,544	2,840
56B(1-12) ANY	97.5	1,087	1,115	56B(1-12) ANY	97.2	2,760	2,840
57A	97.9	4,820	4,924	57A	98.1	14,225	14,505
57B	97.0	4,778	4,924	57B	97.4	14,130	14,505
58	99.5	1,495	1,502	58	99.6	3,733	3,750
59	93.3	1,401	1,502	59	93.4	3,501	3,750
60A	87.4	974	1,114	60A	87.2	2,290	2,628
60B	88.6	987	1,114	60B	89.0	2,338	2,628
60C	85.0	947	1,114	60C	85.3	2,241	2,628
60D	87.6	976	1,114	60D	87.7	2,306	2,628
60E	89.8	1,000	1,114	60E	90.1	2,369	2,628
60F	89.4	996	1,114	60F	89.7	2,356	2,628
60G	89.3	995	1,114	60G	89.7	2,356	2,628
60 (A-G) ALL	82.2	916	1,114	60 (A-G) ALL	82.5	2,169	2,628
60 (A-G) ANY	91.9	1,024	1,114	60 (A-G) ANY	92.1	2,422	2,628
61A	89.3	995	1,114	61A	89.9	2,363	2,628
61B	90.3	1,006	1,114	61B	90.8	2,386	2,628
61C	90.1	1,004	1,114	61C	90.7	2,384	2,628
62	91.6	1,376	1,502	62	91.8	3,444	3,750
63	89.9	1,350	1,502	63	90.3	3,387	3,750
64	87.9	1,321	1,502	64	87.2	3,271	3,750
65A	75.9	654	862	65A	72.1	1,380	1,915
65B	77.0	664	862	65B	73.0	1,397	1,915
65C	76.1	656	862	65C	72.5	1,389	1,915
65D	76.8	662	862	65D	73.0	1,397	1,915
65E	76.1	656	862	65E	72.8	1,394	1,915
65F	76.1	656	862	65F	72.5	1,389	1,915
65G	76.3	658	862	65G	72.6	1,391	1,915
65 (A-G) ALL	73.5	634	862	65 (A-G) ALL	70.1	1,343	1,915
65 (A-G) ANY	79.0	681	862	65 (A-G) ANY	75.1	1,438	1,915
66A	77.7	670	862	66A	74.1	1,419	1,915
66B	78.8	679	862	66B	75.1	1,437	1,915
66C	78.3	675	862	66C	74.1	1,419	1,915
66 (A-C) ALL	77.0	664	862	66 (A-C) ALL	73.3	1,403	1,915
66 (A-C) ANY	79.2	683	862	66 (A-C) ANY	75.4	1,443	1,915

See notes at end of table.

Table C-15. Item response rates for the School District Questionnaire (SASS-1A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
67	75.1	3,697	4,924	67	100.0	14,505	14,505
68	100.0	4,924	4,924	68	80.1	11,620	14,505

NOTE: SASS-1A is the School District Questionnaire form number. The complete sample includes the SASS/NAEP overlap districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "School District Survey," 1999–2000, preliminary response rate file.

Table C-16. Item response rates for the Public School Principal Questionnaire (SASS-2A), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
2A	100.0	8,524	8,524	2A	100.0	82,802	82,802
2B	100.0	8,524	8,524	2B	100.0	82,802	82,802
5A	99.6	8,491	8,524	5A	99.6	82,471	82,802
5B	98.9	8,426	8,524	5B	98.5	81,598	82,802
6A	98.1	8,360	8,524	6A	97.9	81,084	82,802
6B	98.0	8,350	8,524	6B	97.8	80,964	82,802
6C	98.8	1,764	1,785	6C	98.5	15,938	16,180
6D(1)	97.1	8,274	8,524	6D(1)	97.0	80,344	82,802
6D(2)	95.1	8,104	8,524	6D(2)	95.5	79,062	82,802
6D(3)	98.1	8,361	8,524	6D(3)	98.0	81,172	82,802
6D(4)	93.5	7,971	8,524	6D(4)	93.6	77,538	82,802
6D(5)	92.9	7,915	8,524	6D(5)	92.9	76,958	82,802
6D(6)	95.9	8,177	8,524	6D(6)	95.4	78,973	82,802
6D(7)	96.3	8,209	8,524	6D(7)	96.2	79,692	82,802
6D(1)-(7) ALL	91.7	7,814	8,524	6D(1)-(7) ALL	91.8	76,038	82,802
6D(1)-(7) ANY	99.8	8,507	8,524	6D(1)-(7) ANY	99.8	82,672	82,802
7A	99.8	8,503	8,524	7A	99.7	82,538	82,802
7B	99.5	8,480	8,524	7B	99.4	82,270	82,802
8-most imp	99.1	8,451	8,524	8-most imp	99.0	81,950	82,802
8-second imp	99.1	8,445	8,524	8-second imp	98.9	81,884	82,802
8-third imp	98.9	8,427	8,524	8-third imp	98.7	81,712	82,802
8a-c	98.8	8,419	8,524	8a-c	98.6	81,668	82,802
9A	99.5	8,478	8,524	9A	99.4	82,291	82,802
9B	99.3	8,463	8,524	9B	99.1	82,061	82,802
9C	99.3	8,467	8,524	9C	99.3	82,191	82,802
9D	99.4	8,470	8,524	9D	99.3	82,215	82,802
9E	99.5	8,481	8,524	9E	99.6	82,458	82,802
9F	99.7	8,496	8,524	9F	99.7	82,525	82,802
9(A-F) ALL	98.4	8,385	8,524	9(A-F) ALL	98.2	81,319	82,802
9(A-F) ANY	99.8	8,506	8,524	9(A-F) ANY	99.8	82,604	82,802
10A(1)	99.6	8,493	8,524	10A(1)	99.6	82,496	82,802
10A(2)	99.5	8,479	8,524	10A(2)	99.6	82,451	82,802
10A(3)	99.6	8,487	8,524	10A(3)	99.5	82,406	82,802
10A(4)	99.8	8,504	8,524	10A(4)	99.8	82,635	82,802
10A(5)	98.0	8,354	8,524	10A(5)	97.9	81,092	82,802
10A(6)	99.7	8,497	8,524	10A(6)	99.6	82,465	82,802
10A(7)	45.4	3,866	8,524	10A(7)	44.7	37,027	82,802
10A(8)	98.9	8,434	8,524	10A(8)	99.1	82,017	82,802
10A(1)-(8) ALL	44.5	3,789	8,524	10A(1)-(8) ALL	43.7	36,206	82,802
10A(1)-(8) ANY	99.9	8,512	8,524	10A(1)-(8) ANY	99.8	82,670	82,802
10B(1)	99.0	8,437	8,524	10B(1)	98.9	81,875	82,802
10B(2)	99.5	8,482	8,524	10B(2)	99.6	82,459	82,802
10B(3)	99.4	8,474	8,524	10B(3)	99.4	82,296	82,802
10B(4)	99.7	8,497	8,524	10B(4)	99.7	82,515	82,802
10B(5)	45.8	3,905	8,524	10B(5)	45.3	37,490	82,802
10B(6)	99.7	8,498	8,524	10B(6)	99.7	82,552	82,802
10B(7)	96.9	8,261	8,524	10B(7)	96.8	80,129	82,802
10B(8)	98.8	8,421	8,524	10B(8)	98.9	81,882	82,802
10B (1)-(8) AL	44.2	3,770	8,524	10B (1)-(8) AL	43.6	36,070	82,802
10B (1)-(8) AN	99.8	8,511	8,524	10B (1)-(8) AN	99.8	82,657	82,802
10C(1)	99.1	8,447	8,524	10C(1)	99.0	81,980	82,802
10C(2)	99.1	8,447	8,524	10C(2)	99.2	82,110	82,802

See notes at end of table.

Table C-16. Item response rates for the Public School Principal Questionnaire (SASS-2A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
10C(3)	99.2	8,453	8,524	10C(3)	99.2	82,147	82,802
10C(4)	99.3	8,468	8,524	10C(4)	99.4	82,322	82,802
10C(5)	45.6	3,890	8,524	10C(5)	45.2	37,436	82,802
10C(6)	99.3	8,466	8,524	10C(6)	99.4	82,324	82,802
10C(7)	98.4	8,388	8,524	10C(7)	98.1	81,247	82,802
10C(8)	96.8	8,250	8,524	10C(8)	96.6	80,005	82,802
10C(9)	98.4	8,387	8,524	10C(9)	98.4	81,461	82,802
10C (1)-(9) AL	44.0	3,748	8,524	10C (1)-(9) AL	43.2	35,804	82,802
10C (1)-(9) AN	99.5	8,484	8,524	10C (1)-(9) AN	99.6	82,475	82,802
10D(1)	99.0	8,439	8,524	10D(1)	98.9	81,888	82,802
10D(2)	99.1	8,446	8,524	10D(2)	99.2	82,143	82,802
10D(3)	98.9	8,432	8,524	10D(3)	98.8	81,793	82,802
10D(4)	99.4	8,471	8,524	10D(4)	99.3	82,239	82,802
10D(5)	99.0	8,439	8,524	10D(5)	98.7	81,734	82,802
10D(6)	96.9	8,256	8,524	10D(6)	96.8	80,177	82,802
10D(7)	98.4	8,384	8,524	10D(7)	98.4	81,483	82,802
10D (1)-(7) AL	95.3	8,120	8,524	10D (1)-(7) AL	95.1	78,734	82,802
10D (1)-(7) AN	99.5	8,484	8,524	10D (1)-(7) AN	99.6	82,485	82,802
10E(1)	98.6	8,404	8,524	10E(1)	98.5	81,550	82,802
10E(2)	99.0	8,437	8,524	10E(2)	99.0	81,959	82,802
10E(3)	98.9	8,431	8,524	10E(3)	98.9	81,887	82,802
10E(4)	99.3	8,465	8,524	10E(4)	99.2	82,151	82,802
10E(5)	99.2	8,460	8,524	10E(5)	99.1	82,084	82,802
10E(6)	96.9	8,258	8,524	10E(6)	96.8	80,139	82,802
10E(7)	98.3	8,383	8,524	10E(7)	98.5	81,558	82,802
10E (1)-(7) AL	94.7	8,073	8,524	10E (1)-(7) AL	94.8	78,472	82,802
10E (1)-(7) AN	99.5	8,481	8,524	10E (1)-(7) AN	99.4	82,324	82,802
10F(1)	98.4	8,385	8,524	10F(1)	98.3	81,435	82,802
10F(2)	99.1	8,445	8,524	10F(2)	99.3	82,238	82,802
10F(3)	98.9	8,428	8,524	10F(3)	98.8	81,833	82,802
10F(4)	99.3	8,465	8,524	10F(4)	99.4	82,277	82,802
10F(5)	99.2	8,456	8,524	10F(5)	99.2	82,113	82,802
10F(6)	96.8	8,252	8,524	10F(6)	96.8	80,116	82,802
10F(7)	98.3	8,382	8,524	10F(7)	98.6	81,607	82,802
10F (1)-(7) AL	94.7	8,075	8,524	10F (1)-(7) AL	94.7	78,449	82,802
10F (1)-(7) AN	99.5	8,480	8,524	10F (1)-(7) AN	99.5	82,418	82,802
10G(1)	98.5	8,395	8,524	10G(1)	98.5	81,576	82,802
10G(2)	99.0	8,440	8,524	10G(2)	99.1	82,089	82,802
10G(3)	98.8	8,419	8,524	10G(3)	98.7	81,703	82,802
10G(4)	99.2	8,457	8,524	10G(4)	99.3	82,197	82,802
10G(5)	45.5	3,875	8,524	10G(5)	45.0	37,233	82,802
10G(6)	99.1	8,444	8,524	10G(6)	99.0	81,995	82,802
10G(7)	96.7	8,246	8,524	10G(7)	96.8	80,145	82,802
10G(8)	98.3	8,377	8,524	10G(8)	98.4	81,441	82,802
10G (1)-(8) AL	43.7	3,728	8,524	10G (1)-(8) AL	43.2	35,810	82,802
10G (1)-(8) AN	99.4	8,473	8,524	10G (1)-(8) AN	99.4	82,322	82,802
11A	99.6	8,489	8,524	11A	99.6	82,471	82,802
11B	99.6	8,491	8,524	11B	99.5	82,403	82,802
11C	99.5	8,483	8,524	11C	99.6	82,431	82,802
11D	99.5	8,478	8,524	11D	99.3	82,227	82,802
11E	99.5	8,482	8,524	11E	99.3	82,257	82,802
11F	99.5	8,483	8,524	11F	99.4	82,288	82,802

See notes at end of table.

Table C-16. Item response rates for the Public School Principal Questionnaire (SASS-2A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
11G	99.5	8,481	8,524	11G	99.4	82,316	82,802
11H	99.5	8,478	8,524	11H	99.5	82,390	82,802
11I	99.4	8,476	8,524	11I	99.4	82,346	82,802
11J	99.4	8,476	8,524	11J	99.4	82,323	82,802
11K	99.4	8,470	8,524	11K	99.3	82,237	82,802
11L	99.5	8,481	8,524	11L	99.4	82,303	82,802
11M	99.5	8,478	8,524	11M	99.4	82,332	82,802
11N	99.3	8,467	8,524	11N	99.3	82,183	82,802
11O	99.5	8,484	8,524	11O	99.5	82,363	82,802
11P	99.4	8,475	8,524	11P	99.2	82,114	82,802
11Q	99.4	8,475	8,524	11Q	99.5	82,351	82,802
11R	99.5	8,481	8,524	11R	99.5	82,390	82,802
11 (A-R) ALL	97.4	8,304	8,524	11 (A-R) ALL	97.2	80,447	82,802
11 (A-R) ANY	99.8	8,505	8,524	11 (A-R) ANY	99.8	82,608	82,802
12A	99.4	8,472	8,524	12A	99.3	82,203	82,802
12B	99.5	8,479	8,524	12B	99.4	82,305	82,802
12C	99.4	8,472	8,524	12C	99.1	82,035	82,802
12D	99.5	8,482	8,524	12D	99.2	82,177	82,802
12E	99.3	8,463	8,524	12E	99.1	82,041	82,802
12F	99.3	8,462	8,524	12F	99.2	82,101	82,802
12(A-F) ALL	98.4	8,389	8,524	12(A-F) ALL	98.0	81,150	82,802
12(A-F) ANY	99.7	8,495	8,524	12(A-F) ANY	99.6	82,455	82,802
13A	99.5	8,484	8,524	13A	99.4	82,270	82,802
13B	99.5	8,480	8,524	13B	99.4	82,308	82,802
13C	99.4	8,473	8,524	13C	99.4	82,274	82,802
13D	99.3	8,466	8,524	13D	99.0	82,006	82,802
13E	99.3	8,465	8,524	13E	99.0	81,988	82,802
13F	99.3	8,464	8,524	13F	99.1	82,017	82,802
13G	99.3	8,467	8,524	13G	99.1	82,074	82,802
13H	99.3	8,462	8,524	13H	99.1	82,052	82,802
13I	99.5	8,481	8,524	13I	99.4	82,280	82,802
13(A-I) ALL	98.3	8,378	8,524	13(A-I) ALL	98.1	81,256	82,802
13(A-I) ANY	99.6	8,494	8,524	13(A-I) ANY	99.6	82,454	82,802
14	99.4	8,469	8,524	14	99.2	82,138	82,802
15A	99.7	8,496	8,524	15A	99.6	82,506	82,802
15B(1)	98.0	7,933	8,096	15B(1)	98.0	76,944	78,481
15B(2)	97.7	7,906	8,096	15B(2)	97.5	76,529	78,481
15B(3)	98.1	7,939	8,096	15B(3)	98.0	76,939	78,481
15B(4)	98.0	7,931	8,096	15B(4)	98.0	76,936	78,481
15B(5)	97.3	7,874	8,096	15B(5)	97.3	76,379	78,481
15B(6)	98.0	7,935	8,096	15B(6)	98.2	77,055	78,481
15B(7)	97.4	7,889	8,096	15B(7)	97.6	76,571	78,481
15B(1)-(7) ALL	95.6	7,738	8,096	15B(1)-(7) ALL	95.5	74,945	78,481
15B(1)-(7) ANY	98.4	7,966	8,096	15B(1)-(7) ANY	98.5	77,300	78,481
16	99.0	8,438	8,524	16	98.9	81,898	82,802
17	98.2	8,370	8,524	17	97.9	81,096	82,802
18A	99.0	8,440	8,524	18A	98.5	81,579	82,802
18B	97.3	8,293	8,524	18B	96.7	80,047	82,802
18C	98.7	8,411	8,524	18C	98.0	81,172	82,802
18D	98.9	8,426	8,524	18D	98.5	81,583	82,802
18E	99.0	8,437	8,524	18E	98.6	81,679	82,802
18F	98.4	8,389	8,524	18F	97.7	80,919	82,802

See notes at end of table.

Table C-16. Item response rates for the Public School Principal Questionnaire (SASS-2A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
18(A-F) ALL	96.2	8,198	8,524	18(A-F) ALL	95.2	78,798	82,802
18(A-F) ANY	99.4	8,475	8,524	18(A-F) ANY	99.2	82,144	82,802
19A	99.6	8,488	8,524	19A	99.5	82,385	82,802
19B	99.6	8,494	8,524	19B	99.6	82,485	82,802
19C	99.5	8,481	8,524	19C	99.3	82,262	82,802
19D	99.5	8,483	8,524	19D	99.4	82,310	82,802
19E	99.5	8,483	8,524	19E	99.5	82,392	82,802
19F	99.6	8,493	8,524	19F	99.6	82,472	82,802
19G	99.5	8,484	8,524	19G	99.5	82,375	82,802
19H	99.6	8,487	8,524	19H	99.5	82,428	82,802
19(A)-(H) ALL	98.8	8,418	8,524	19(A)-(H) ALL	98.6	81,651	82,802
19(A)-(H) ANY	99.8	8,506	8,524	19(A)-(H) ANY	99.8	82,605	82,802
20A	99.7	8,500	8,524	20A	99.8	82,603	82,802
20B(1)	98.9	6,149	6,215	20B(1)	99.2	62,534	63,035
20B(2)	92.5	5,746	6,215	20B(2)	91.1	57,413	63,035
20B(3)	98.6	6,126	6,215	20B(3)	98.9	62,342	63,035
20B(4)	93.3	5,800	6,215	20B(4)	91.9	57,900	63,035
20B(5)	97.4	6,054	6,215	20B(5)	97.1	61,225	63,035
20B(6)	98.2	6,106	6,215	20B(6)	98.5	62,072	63,035
20B(7)	98.0	6,090	6,215	20B(7)	98.1	61,859	63,035
20B(8)	98.0	6,092	6,215	20B(8)	98.2	61,882	63,035
20(1)-(8) ALL	89.6	5,570	6,215	20(1)-(8) ALL	87.7	55,309	63,035
20(1)-(8) ANY	99.2	6,165	6,215	20(1)-(8) ANY	99.3	62,622	63,035
21A	98.9	8,430	8,524	21A	98.7	81,696	82,802
21B	99.3	8,462	8,524	21B	99.0	82,001	82,802
21C	99.1	8,448	8,524	21C	98.9	81,867	82,802
21D	99.0	8,439	8,524	21D	98.8	81,773	82,802
21E	99.2	8,455	8,524	21E	98.9	81,924	82,802
21F	98.9	8,427	8,524	21F	98.6	81,636	82,802
21G	99.2	8,452	8,524	21G	98.9	81,860	82,802
21H	99.3	8,461	8,524	21H	98.9	81,889	82,802
21I	99.3	8,465	8,524	21I	99.0	82,002	82,802
21J	99.2	8,453	8,524	21J	98.8	81,798	82,802
21(A)-(J) ALL	96.8	8,252	8,524	21(A)-(J) ALL	96.2	79,630	82,802
20(A)-(J) ANY	99.5	8,485	8,524	20(A)-(J) ANY	99.4	82,310	82,802
22A	99.2	8,459	8,524	22A	99.2	82,150	82,802
22B	94.7	7,091	7,487	22B	95.0	70,985	74,742
22C	96.9	7,256	7,487	22C	97.2	72,624	74,742
22D(1)	96.2	4,871	5,063	22D(1)	96.0	48,099	50,083
22D(2)	96.0	4,860	5,063	22D(2)	96.0	48,062	50,083
22D(3)	95.2	4,822	5,063	22D(3)	94.9	47,532	50,083
22D(1)-(3) ALL	94.6	4,790	5,063	22D(1)-(3) ALL	94.3	47,230	50,083
22D(1)-(3) ANY	96.6	4,892	5,063	22D(1)-(3) ANY	96.6	48,367	50,083
22E	100.0	5,061	5,063	22E	100.0	50,083	50,083
22F(1)	86.0	2,085	2,424	22F(1)	87.4	21,554	24,659
22F(2)	84.4	2,045	2,424	22F(2)	85.5	21,086	24,659
22F(3)	83.9	2,033	2,424	22F(3)	85.0	20,965	24,659
22F(4)	93.3	2,262	2,424	22F(4)	94.2	23,231	24,659
22F(5)	93.2	2,259	2,424	22F(5)	94.6	23,323	24,659
22F(6)	92.8	2,249	2,424	22F(6)	94.3	23,244	24,659
22F(7)	92.7	2,248	2,424	22F(7)	93.8	23,137	24,659
22F(1)-(7) ALL	81.1	1,966	2,424	22F(1)-(7) ALL	81.8	20,176	24,659

See notes at end of table.

Table C-16. Item response rates for the Public School Principal Questionnaire (SASS-2A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
22F(1)-(7) ANY	96.2	2,331	2,424	22F(1)-(7) ANY	97.0	23,919	24,659
23A	99.4	8,477	8,524	23A	99.2	82,165	82,802
23B(1)	98.5	7,435	7,548	23B(1)	98.5	72,130	73,232
23B(2)	98.3	7,422	7,548	23B(2)	98.3	72,021	73,232
23B(3)	98.1	7,404	7,548	23B(3)	98.1	71,807	73,232
23B(1)-(3) ALL	97.8	7,385	7,548	23B(1)-(3) ALL	97.8	71,636	73,232
23B(1)-(3) ANY	98.6	7,446	7,548	23B(1)-(3) ANY	98.6	72,232	73,232
24	100.0	8,524	8,524	24	100.0	82,802	82,802
25	100.0	8,520	8,524	25	100.0	82,786	82,802
26	100.0	8,524	8,524	26	100.0	82,802	82,802
27A	98.4	8,389	8,524	27A	98.5	81,561	82,802
27B	97.4	150	154	27B	97.0	669	689
28	90.4	7,709	8,524	28	90.7	75,104	82,802
29	97.9	8,342	8,524	29	97.7	80,858	82,802
30	81.0	6,908	8,524	30	98.9	81,897	82,802
31	39.9	3,401	8,524	31	41.8	34,649	82,802

NOTE: SASS-2A is the Public School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Survey,” 1999–2000, preliminary response rate file.

Table C-17. Item response rates for the Private School Principal Questionnaire (SASS-2B), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
2A	100.0	2,734	2,734	2A	100.0	26,231	26,231
2B	100.0	2,734	2,734	2B	100.0	26,231	26,231
5A	98.9	2,703	2,734	5A	99.1	25,987	26,231
5B	97.8	2,674	2,734	5B	98.3	25,785	26,231
6A	96.9	2,649	2,734	6A	96.7	25,360	26,231
6B	97.3	2,660	2,734	6B	97.3	25,512	26,231
6C	99.3	1,517	1,527	6C	99.6	14,393	14,450
6D(1)	98.0	2,679	2,734	6D(1)	98.2	25,768	26,231
6D(2)	96.1	2,627	2,734	6D(2)	96.5	25,320	26,231
6D(3)	97.7	2,670	2,734	6D(3)	97.8	25,647	26,231
6D(4)	95.1	2,600	2,734	6D(4)	95.7	25,114	26,231
6D(5)	94.4	2,581	2,734	6D(5)	95.7	25,103	26,231
6D(6)	96.1	2,627	2,734	6D(6)	96.4	25,299	26,231
6D(7)	96.8	2,646	2,734	6D(7)	97.2	25,486	26,231
6D(1)-(7) ALL	93.0	2,542	2,734	6D(1)-(7) ALL	94.2	24,718	26,231
6D(1)-(7) ANY	99.7	2,726	2,734	6D(1)-(7) ANY	99.8	26,188	26,231
7	99.5	2,720	2,734	7	99.5	26,093	26,231
8-MOST IMP	98.8	2,702	2,734	8-MOST IMP	98.9	25,934	26,231
8-SECOND IMP	98.5	2,694	2,734	8-SECOND IMP	98.5	25,840	26,231
8-THIRD IMP	98.0	2,679	2,734	8-THIRD IMP	98.0	25,700	26,231
8A-C	97.5	2,667	2,734	8A-C	97.6	25,600	26,231
9A	99.5	2,719	2,734	9A	99.2	26,033	26,231
9B	99.0	2,708	2,734	9B	98.9	25,946	26,231
9C	99.3	2,714	2,734	9C	99.1	26,007	26,231
9D	99.5	2,719	2,734	9D	99.3	26,051	26,231
9E	99.3	2,715	2,734	9E	99.2	26,014	26,231
9F	99.6	2,722	2,734	9F	99.5	26,088	26,231
9(A-F) ALL	98.2	2,685	2,734	9(A-F) ALL	98.0	25,717	26,231
9(A-F) ANY	99.7	2,726	2,734	9(A-F) ANY	99.5	26,113	26,231
10A(1)	98.6	2,696	2,734	10A(1)	98.1	25,722	26,231
10A(2)	99.7	2,727	2,734	10A(2)	99.6	26,130	26,231
10A(3)	94.3	2,578	2,734	10A(3)	92.7	24,316	26,231
10A(4)	99.7	2,726	2,734	10A(4)	99.7	26,153	26,231
10A(5)	99.0	2,707	2,734	10A(5)	99.0	25,973	26,231
10A(1)-(5) ALL	93.2	2,549	2,734	10A(1)-(5) ALL	91.3	23,946	26,231
10A(1)-(5) ANY	99.8	2,728	2,734	10A(1)-(5) ANY	99.8	26,190	26,231
10B(1)	98.2	2,685	2,734	10B(1)	98.1	25,740	26,231
10B(2)	99.7	2,725	2,734	10B(2)	99.6	26,124	26,231
10B(3)	94.1	2,573	2,734	10B(3)	92.9	24,373	26,231
10B(4)	99.4	2,718	2,734	10B(4)	99.4	26,072	26,231
10B(5)	98.8	2,700	2,734	10B(5)	98.4	25,817	26,231
10B (1)-(5) AL	92.6	2,533	2,734	10B (1)-(5) AL	91.8	24,085	26,231
10B (1)-(5) AN	99.7	2,727	2,734	10B (1)-(5) AN	99.8	26,187	26,231
10C(1)	97.7	2,672	2,734	10C(1)	97.4	25,544	26,231
10C(2)	98.9	2,703	2,734	10C(2)	98.2	25,747	26,231
10C(3)	92.8	2,537	2,734	10C(3)	91.7	24,060	26,231
10C(4)	98.7	2,698	2,734	10C(4)	97.9	25,675	26,231
10C(5)	94.5	2,584	2,734	10C(5)	93.6	24,555	26,231
10C(6)	97.7	2,670	2,734	10C(6)	96.9	25,411	26,231
10C (1)-(6) AL	89.9	2,457	2,734	10C (1)-(6) AL	89.3	23,433	26,231
10C (1)-(6) AN	99.0	2,708	2,734	10C (1)-(6) AN	98.6	25,869	26,231
10D(1)	98.1	2,683	2,734	10D(1)	98.1	25,733	26,231

See notes at end of table.

Table C-17. Item response rates for the Private School Principal Questionnaire (SASS-2B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
10D(2)	99.3	2,714	2,734	10D(2)	99.3	26,060	26,231
10D(3)	98.6	2,697	2,734	10D(3)	98.7	25,881	26,231
10D(4)	98.0	2,678	2,734	10D(4)	97.7	25,617	26,231
10D (1)-(4) AL	97.0	2,651	2,734	10D (1)-(4) AL	96.4	25,289	26,231
10D (1)-(4) AN	99.3	2,714	2,734	10D (1)-(4) AN	99.3	26,060	26,231
10E(1)	98.1	2,681	2,734	10E(1)	98.1	25,723	26,231
10E(2)	99.2	2,713	2,734	10E(2)	99.4	26,065	26,231
10E(3)	98.7	2,698	2,734	10E(3)	98.7	25,883	26,231
10E(4)	98.1	2,682	2,734	10E(4)	97.9	25,693	26,231
10E (1)-(4) AL	97.3	2,660	2,734	10E (1)-(4) AL	97.1	25,459	26,231
10E (1)-(4) AN	99.3	2,715	2,734	10E (1)-(4) AN	99.5	26,092	26,231
10F(1)	98.1	2,683	2,734	10F(1)	98.1	25,741	26,231
10F(2)	99.3	2,714	2,734	10F(2)	99.5	26,108	26,231
10F(3)	99.0	2,708	2,734	10F(3)	99.2	26,009	26,231
10F(4)	98.1	2,683	2,734	10F(4)	98.2	25,759	26,231
10F (1)-(4) AL	97.1	2,655	2,734	10F (1)-(4) AL	96.9	25,412	26,231
10F (1)-(4) AN	99.4	2,717	2,734	10F (1)-(4) AN	99.6	26,119	26,231
10G(1)	98.2	2,686	2,734	10G(1)	98.0	25,717	26,231
10G(2)	99.3	2,715	2,734	10G(2)	99.5	26,096	26,231
10G(3)	93.3	2,551	2,734	10G(3)	92.4	24,240	26,231
10G(4)	98.8	2,701	2,734	10G(4)	98.7	25,886	26,231
10G(5)	97.9	2,676	2,734	10G(5)	98.0	25,695	26,231
10G (1)-(5) AL	92.0	2,516	2,734	10G (1)-(5) AL	91.0	23,881	26,231
10G (1)-(5) AN	99.5	2,719	2,734	10G (1)-(5) AN	99.6	26,124	26,231
11A	99.6	2,724	2,734	11A	99.7	26,147	26,231
11B	99.6	2,724	2,734	11B	99.7	26,142	26,231
11C	99.7	2,725	2,734	11C	99.7	26,153	26,231
11D	99.5	2,721	2,734	11D	99.6	26,139	26,231
11E	99.5	2,721	2,734	11E	99.6	26,116	26,231
11F	99.6	2,723	2,734	11F	99.6	26,136	26,231
11G	99.5	2,721	2,734	11G	99.6	26,124	26,231
11H	99.4	2,718	2,734	11H	99.6	26,125	26,231
11I	99.5	2,721	2,734	11I	99.6	26,121	26,231
11J	99.4	2,718	2,734	11J	99.5	26,102	26,231
11K	99.5	2,719	2,734	11K	99.6	26,116	26,231
11L	99.4	2,717	2,734	11L	99.4	26,074	26,231
11M	99.5	2,720	2,734	11M	99.6	26,126	26,231
11N	99.2	2,713	2,734	11N	99.2	26,017	26,231
11O	99.5	2,719	2,734	11O	99.4	26,068	26,231
11P	99.2	2,713	2,734	11P	99.4	26,077	26,231
11Q	99.3	2,715	2,734	11Q	99.5	26,093	26,231
11R	99.4	2,718	2,734	11R	99.5	26,096	26,231
11 (A-R) ALL	97.6	2,668	2,734	11 (A-R) ALL	97.9	25,678	26,231
11 (A-R) ANY	99.7	2,727	2,734	11 (A-R) ANY	99.7	26,161	26,231
12A	97.8	2,674	2,734	12A	97.1	25,474	26,231
12B	98.3	2,687	2,734	12B	97.8	25,653	26,231
12C	98.6	2,697	2,734	12C	97.8	25,650	26,231
12D	98.6	2,697	2,734	12D	98.1	25,726	26,231
12(A-D) ALL	97.1	2,655	2,734	12(A-D) ALL	96.3	25,265	26,231
12(A-D) ANY	98.9	2,703	2,734	12(A-D) ANY	98.2	25,769	26,231
13A	98.7	2,698	2,734	13A	97.2	25,507	26,231
13B	98.7	2,699	2,734	13B	97.4	25,540	26,231

See notes at end of table.

Table C-17. Item response rates for the Private School Principal Questionnaire (SASS-2B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
13C	98.7	2,699	2,734	13C	97.3	25,529	26,231
13D	98.5	2,692	2,734	13D	97.0	25,445	26,231
13E	98.5	2,693	2,734	13E	97.0	25,445	26,231
13F	98.8	2,702	2,734	13F	97.3	25,533	26,231
13G	98.8	2,701	2,734	13G	97.3	25,534	26,231
13H	98.7	2,699	2,734	13H	97.3	25,525	26,231
13(A-H) ALL	97.4	2,664	2,734	13(A-H) ALL	95.9	25,155	26,231
13(A-H) ANY	99.0	2,706	2,734	13(A-H) ANY	97.6	25,593	26,231
14	98.9	2,704	2,734	14	98.0	25,704	26,231
15A	99.5	2,719	2,734	15A	98.9	25,951	26,231
15B(1)	98.7	2,357	2,389	15B(1)	98.4	21,151	21,503
15B(2)	98.1	2,344	2,389	15B(2)	97.6	20,984	21,503
15B(3)	99.1	2,368	2,389	15B(3)	99.0	21,280	21,503
15B(4)	98.8	2,360	2,389	15B(4)	98.6	21,197	21,503
15B(5)	98.1	2,344	2,389	15B(5)	97.7	21,015	21,503
15B(6)	98.6	2,356	2,389	15B(6)	98.2	21,117	21,503
15B(7)	97.9	2,339	2,389	15B(7)	97.4	20,947	21,503
15B(1)-(7) ALL	95.9	2,290	2,389	15B(1)-(7) ALL	95.3	20,496	21,503
15B(1)-(7) ANY	99.4	2,375	2,389	15B(1)-(7) ANY	99.4	21,368	21,503
16	97.3	2,661	2,734	16	97.1	25,465	26,231
17A	98.5	2,694	2,734	17A	97.1	25,468	26,231
17B	97.3	2,661	2,734	17B	95.8	25,130	26,231
17C	98.2	2,684	2,734	17C	96.5	25,322	26,231
17D	98.4	2,690	2,734	17D	96.9	25,424	26,231
17E	98.4	2,689	2,734	17E	96.8	25,389	26,231
17F	98.1	2,683	2,734	17F	96.7	25,353	26,231
17(A-F) ALL	96.2	2,631	2,734	17(A-F) ALL	94.6	24,826	26,231
17(A-F) ANY	98.8	2,701	2,734	17(A-F) ANY	97.4	25,543	26,231
18A	99.6	2,723	2,734	18A	99.5	26,102	26,231
18B	99.6	2,724	2,734	18B	99.5	26,093	26,231
18C	99.2	2,713	2,734	18C	99.3	26,037	26,231
18D	99.3	2,716	2,734	18D	99.3	26,043	26,231
18E	99.5	2,719	2,734	18E	99.3	26,041	26,231
18F	99.6	2,723	2,734	18F	99.5	26,110	26,231
18G	99.3	2,716	2,734	18G	99.1	26,007	26,231
18H	99.6	2,723	2,734	18H	99.4	26,063	26,231
18(A)-(H) ALL	98.4	2,691	2,734	18(A)-(H) ALL	98.4	25,816	26,231
18(A)-(H) ANY	99.8	2,728	2,734	18(A)-(H) ANY	99.7	26,143	26,231
19A	99.7	2,727	2,734	19A	99.8	26,173	26,231
19B(1)	98.4	2,243	2,279	19B(1)	98.4	20,524	20,848
19B(2)	92.6	2,110	2,279	19B(2)	90.8	18,922	20,848
19B(3)	97.2	2,215	2,279	19B(3)	96.6	20,132	20,848
19B(4)	93.9	2,141	2,279	19B(4)	92.2	19,227	20,848
19B(5)	96.7	2,204	2,279	19B(5)	96.9	20,200	20,848
19B(6)	97.1	2,213	2,279	19B(6)	97.1	20,238	20,848
19B(7)	96.6	2,202	2,279	19B(7)	96.4	20,091	20,848
19B(8)	97.0	2,211	2,279	19B(8)	97.3	20,290	20,848
19B(1)-(8) ALL	89.6	2,043	2,279	19B(1)-(8) ALL	88.0	18,357	20,848
19B(1)-(8) ANY	98.9	2,255	2,279	19B(1)-(8) ANY	98.8	20,606	20,848
20A	98.7	2,698	2,734	20A	98.2	25,763	26,231
20B	99.3	2,715	2,734	20B	99.2	26,027	26,231
20C	99.2	2,711	2,734	20C	99.0	25,969	26,231

See notes at end of table.

Table C-17. Item response rates for the Private School Principal Questionnaire (SASS-2B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
20D	98.7	2,699	2,734	20D	98.7	25,890	26,231
20E	99.0	2,706	2,734	20E	98.8	25,928	26,231
20F	99.0	2,706	2,734	20F	98.8	25,928	26,231
20G	99.1	2,710	2,734	20G	99.0	25,970	26,231
20H	98.9	2,704	2,734	20H	98.9	25,939	26,231
20I	99.2	2,713	2,734	20I	99.2	26,011	26,231
20(A)-(I) ALL	95.9	2,622	2,734	20(A)-(I) ALL	96.2	25,238	26,231
20(A)-(I) ANY	99.6	2,724	2,734	20(A)-(I) ANY	99.5	26,089	26,231
21	100.0	2,734	2,734	21	100.0	26,231	26,231
22	99.3	2,714	2,734	22	98.4	25,816	26,231
23	100.0	2,734	2,734	23	100.0	26,231	26,231
24A	98.5	2,693	2,734	24A	97.9	25,675	26,231
24B	83.3	10	12	24B	88.4	140	159
25	89.6	2,451	2,734	25	90.2	23,669	26,231
26	96.4	2,635	2,734	26	96.1	25,217	26,231
27	82.1	2,244	2,734	27	98.6	25,871	26,231
28	42.3	1,156	2,734	28	46.2	12,117	26,231

NOTE: SASS-2B is the Private School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Survey," 1999–2000, preliminary response rate file.

Table C-18. Item response rates for the Indian School Principal Questionnaire (SASS-2C), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
2A	100.0	111	111	2A	100.0	119	119
2B	100.0	111	111	2B	100.0	119	119
5A	100.0	111	111	5A	100.0	119	119
5B	100.0	111	111	5B	100.0	119	119
6A	100.0	111	111	6A	100.0	119	119
6B	98.2	109	111	6B	98.2	117	119
6C	100.0	44	44	6C	100.0	47	47
6D(1)	97.3	108	111	6D(1)	97.3	116	119
6D(2)	94.6	105	111	6D(2)	94.6	113	119
6D(3)	94.6	105	111	6D(3)	94.6	113	119
6D(4)	91.9	102	111	6D(4)	91.9	109	119
6D(5)	92.8	103	111	6D(5)	92.8	110	119
6D(6)	94.6	105	111	6D(6)	94.6	113	119
6D(7)	95.5	106	111	6D(7)	95.5	114	119
6D(1)-(7) ALL	91.9	102	111	6D(1)-(7) ALL	91.9	109	119
6D(1)-(7) ANY	100.0	111	111	6D(1)-(7) ANY	100.0	119	119
7A	100.0	111	111	7A	100.0	119	119
7B	100.0	111	111	7B	100.0	119	119
8-most imp	100.0	111	111	8-most imp	100.0	119	119
8-second imp	98.2	109	111	8-second imp	98.2	117	119
8-third imp	98.2	109	111	8-third imp	98.2	117	119
8a-c	97.3	108	111	8a-c	97.3	116	119
9A	100.0	111	111	9A	100.0	119	119
9B	98.2	109	111	9B	98.2	117	119
9C	98.2	109	111	9C	98.2	117	119
9D	100.0	111	111	9D	100.0	119	119
9E	100.0	111	111	9E	100.0	119	119
9F	100.0	111	111	9F	100.0	119	119
9(A-F) ALL	96.4	107	111	9(A-F) ALL	96.4	115	119
9(A-F) ANY	100.0	111	111	9(A-F) ANY	100.0	119	119
10A(1)	100.0	111	111	10A(1)	100.0	119	119
10A(2)	100.0	111	111	10A(2)	100.0	119	119
10A(3)	87.4	97	111	10A(3)	87.4	104	119
10A(4)	100.0	111	111	10A(4)	100.0	119	119
10A(5)	31.5	35	111	10A(5)	31.4	37	119
10A(6)	96.4	107	111	10A(6)	96.4	115	119
10A(1)-(6) ALL	30.6	34	111	10A(1)-(6) ALL	30.5	36	119
10A(1)-(6) ANY	100.0	111	111	10A(1)-(6) ANY	100.0	119	119
10B(1)	100.0	111	111	10B(1)	100.0	119	119
10B(2)	100.0	111	111	10B(2)	100.0	119	119
10B(3)	33.3	37	111	10B(3)	33.2	40	119
10B(4)	100.0	111	111	10B(4)	100.0	119	119
10B(5)	92.8	103	111	10B(5)	92.8	110	119
10B(6)	96.4	107	111	10B(6)	96.4	115	119
10B (1)-(6) AL	30.6	34	111	10B (1)-(6) AL	30.5	36	119
10B (1)-(6) AN	100.0	111	111	10B (1)-(6) AN	100.0	119	119
10C(1)	100.0	111	111	10C(1)	100.0	119	119
10C(2)	100.0	111	111	10C(2)	100.0	119	119
10C(3)	32.4	36	111	10C(3)	32.3	38	119
10C(4)	100.0	111	111	10C(4)	100.0	119	119
10C(5)	94.6	105	111	10C(5)	94.6	113	119
10C(6)	91.9	102	111	10C(6)	91.9	109	119

See notes at end of table.

Table C-18. Item response rates for the Indian School Principal Questionnaire (SASS-2C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
10C(7)	96.4	107	111	10C(7)	96.4	115	119
10C (1)-(7) AL	31.5	35	111	10C (1)-(7) AL	31.4	37	119
10C (1)-(7) AN	100.0	111	111	10C (1)-(7) AN	100.0	119	119
10D(1)	97.3	108	111	10D(1)	97.3	116	119
10D(2)	100.0	111	111	10D(2)	100.0	119	119
10D(3)	99.1	110	111	10D(3)	99.1	118	119
10D(4)	91.9	102	111	10D(4)	91.9	109	119
10D(5)	95.5	106	111	10D(5)	95.5	114	119
10D (1)-(5) AL	90.1	100	111	10D (1)-(5) AL	90.1	107	119
10D (1)-(5) AN	100.0	111	111	10D (1)-(5) AN	100.0	119	119
10E(1)	100.0	111	111	10E(1)	100.0	119	119
10E(2)	100.0	111	111	10E(2)	100.0	119	119
10E(3)	99.1	110	111	10E(3)	99.1	118	119
10E(4)	91.9	102	111	10E(4)	91.9	109	119
10E(5)	94.6	105	111	10E(5)	94.6	113	119
10E (1)-(5) AL	91.0	101	111	10E (1)-(5) ALL	91.0	108	119
10E (1)-(5) AN	100.0	111	111	10E (1)-(5) AN	100.0	119	119
10F(1)	100.0	111	111	10F(1)	100.0	119	119
10F(2)	84.7	94	111	10F(2)	84.6	101	119
10F(3)	100.0	111	111	10F(3)	100.0	119	119
10F(4)	90.1	100	111	10F(4)	90.1	107	119
10F(5)	95.5	106	111	10F(5)	95.5	114	119
10F (1)-(5) AL	74.8	83	111	10F (1)-(5) AL	74.7	89	119
10F (1)-(5) AN	100.0	111	111	10F (1)-(5) AN	100.0	119	119
10G(1)	100.0	111	111	10G(1)	100.0	119	119
10G(2)	100.0	111	111	10G(2)	100.0	119	119
10G(3)	32.4	36	111	10G(3)	32.3	38	119
10G(4)	100.0	111	111	10G(4)	100.0	119	119
10G(5)	91.0	101	111	10G(5)	91.0	108	119
10G(6)	95.5	106	111	10G(6)	95.5	114	119
10G (1)-(6) AL	31.5	35	111	10G (1)-(6) AL	31.4	37	119
10G (1)-(6) AN	100.0	111	111	10G (1)-(6) AN	100.0	119	119
11A	99.1	110	111	11A	99.1	118	119
11B	99.1	110	111	11B	99.1	118	119
11C	99.1	110	111	11C	99.1	118	119
11D	99.1	110	111	11D	99.1	118	119
11E	99.1	110	111	11E	99.1	118	119
11F	99.1	110	111	11F	99.1	118	119
11G	99.1	110	111	11G	99.1	118	119
11H	99.1	110	111	11H	99.1	118	119
11I	97.3	108	111	11I	97.3	116	119
11J	98.2	109	111	11J	98.2	117	119
11K	99.1	110	111	11K	99.1	118	119
11L	99.1	110	111	11L	99.1	118	119
11M	99.1	110	111	11M	99.1	118	119
11N	99.1	110	111	11N	99.1	118	119
11O	99.1	110	111	11O	99.1	118	119
11P	99.1	110	111	11P	99.1	118	119
11Q	99.1	110	111	11Q	99.1	118	119
11R	99.1	110	111	11R	99.1	118	119
11 (A-R) ALL	97.3	108	111	11 (A-R) ALL	97.3	116	119
11 (A-R) ANY	99.1	110	111	11 (A-R) ANY	99.1	118	119

See notes at end of table.

Table C-18. Item response rates for the Indian School Principal Questionnaire (SASS-2C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
12A	98.2	109	111	12A	98.2	117	119
12B	99.1	110	111	12B	99.1	118	119
12C	97.3	108	111	12C	97.3	116	119
12D	99.1	110	111	12D	99.1	118	119
12(A-D) ALL	96.4	107	111	12(A-D) ALL	96.4	115	119
12(A-D) ANY	99.1	110	111	12(A-D) ANY	99.1	118	119
13A	99.1	110	111	13A	99.1	118	119
13B	99.1	110	111	13B	99.1	118	119
13C	98.2	109	111	13C	98.2	117	119
13D	99.1	110	111	13D	99.1	118	119
13E	99.1	110	111	13E	99.1	118	119
13F	99.1	110	111	13F	99.1	118	119
13G	99.1	110	111	13G	99.1	118	119
13H	99.1	110	111	13H	99.1	118	119
13(A-H) ALL	98.2	109	111	13(A-H) ALL	98.2	117	119
13(A-H) ANY	99.1	110	111	13(A-H) ANY	99.1	118	119
14	98.2	109	111	14	98.2	117	119
15A	99.1	110	111	15A	99.1	118	119
15B(1)	98.2	107	109	15B(1)	98.1	115	117
15B(2)	98.2	107	109	15B(2)	98.1	115	117
15B(3)	98.2	107	109	15B(3)	98.1	115	117
15B(4)	98.2	107	109	15B(4)	98.1	115	117
15B(5)	97.2	106	109	15B(5)	97.2	114	117
15B(6)	97.2	106	109	15B(6)	97.2	114	117
15B(7)	96.3	105	109	15B(7)	96.3	113	117
15B(1)-(7) ALL	96.3	105	109	15B(1)-(7) ALL	96.3	113	117
15B(1)-(7) ANY	98.2	107	109	15B(1)-(7) ANY	98.1	115	117
16	96.4	107	111	16	96.4	115	119
17	99.1	110	111	17	99.1	118	119
18A	99.1	110	111	18A	99.1	118	119
18B	97.3	108	111	18B	97.3	116	119
18C	99.1	110	111	18C	99.1	118	119
18D	99.1	110	111	18D	99.1	118	119
18E	98.2	109	111	18E	98.2	117	119
18F	98.2	109	111	18F	98.2	117	119
18(A-F) ALL	96.4	107	111	18(A-F) ALL	96.4	115	119
18(A-F) ANY	99.1	110	111	18(A-F) ANY	99.1	118	119
19A	100.0	111	111	19A	100.0	119	119
19B	100.0	111	111	19B	100.0	119	119
19C	100.0	111	111	19C	100.0	119	119
19D	98.2	109	111	19D	98.2	117	119
19E	100.0	111	111	19E	100.0	119	119
19F	100.0	111	111	19F	100.0	119	119
19G	100.0	111	111	19G	100.0	119	119
19H	100.0	111	111	19H	100.0	119	119
19(A)-(H) ALL	98.2	109	111	19(A)-(H) ALL	98.2	117	119
19(A)-(H) ANY	100.0	111	111	19(A)-(H) ANY	100.0	119	119
20A	100.0	111	111	20A	100.0	119	119
20B(1)	100.0	68	68	20B(1)	100.0	73	73
20B(2)	91.2	62	68	20B(2)	91.2	67	73
20B(3)	98.5	67	68	20B(3)	98.6	72	73
20B(4)	91.2	62	68	20B(4)	91.2	67	73

See notes at end of table.

Table C-18. Item response rates for the Indian School Principal Questionnaire (SASS-2C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
20B(5)	98.5	67	68	20B(5)	98.6	72	73
20B(6)	97.1	66	68	20B(6)	97.1	71	73
20B(7)	97.1	66	68	20B(7)	97.1	71	73
20(1)-(7) ALL	88.2	60	68	20(1)-(7) ALL	88.3	64	73
20(1)-(7) ANY	100.0	68	68	20(1)-(7) ANY	100.0	73	73
21A	99.1	110	111	21A	99.1	118	119
21B	99.1	110	111	21B	99.1	118	119
21C	99.1	110	111	21C	99.1	118	119
21D	99.1	110	111	21D	99.1	118	119
21E	99.1	110	111	21E	99.1	118	119
21F	98.2	109	111	21F	98.2	117	119
21G	99.1	110	111	21G	99.1	118	119
21H	99.1	110	111	21H	99.1	118	119
21I	15.3	17	111	21I	15.4	18	119
21(A)-(I) ALL	14.4	16	111	21(A)-(I) ALL	14.5	17	119
20(A)-(I) ANY	99.1	110	111	20(A)-(I) ANY	99.1	118	119
22A	100.0	111	111	22A	100.0	119	119
22B(1)	100.0	109	109	22B(1)	100.0	117	117
22B(2)	99.1	108	109	22B(2)	99.1	116	117
22B(3)	100.0	109	109	22B(3)	100.0	117	117
22B(1)-(3) ALL	99.1	108	109	22B(1)-(3) ALL	99.1	116	117
22B(1)-(3) ANY	100.0	109	109	22B(1)-(3) ANY	100.0	117	117
23	100.0	111	111	23	100.0	119	119
24	93.7	104	111	24	93.7	111	119
25	100.0	111	111	25	100.0	119	119
26A	95.5	106	111	26A	95.5	114	119
26B	98.3	57	58	26B	98.2	61	62
27	92.8	103	111	27	92.8	110	119
28	99.1	110	111	28	99.1	118	119
29	82.9	92	111	29	98.2	117	119
29	43.2	48	111	29	43.3	51	119

NOTE: SASS-2C is the Indian School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Principal Survey,” 1999–2000, preliminary response rate file.

Table C-19. Item response rates for the Public Charter School Principal Questionnaire (SASS-2D), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
2A	100.0	891	891	2A	100.0	988	988
2B	100.0	891	891	2B	100.0	988	988
5A	99.3	885	891	5A	99.4	982	988
5B	98.0	873	891	5B	98.0	968	988
6A	96.6	861	891	6A	96.6	955	988
6B	98.7	879	891	6B	98.6	974	988
6C	100.0	396	396	6C	100.0	441	441
6D(1)	99.3	885	891	6D(1)	99.3	981	988
6D(2)	99.1	883	891	6D(2)	99.1	979	988
6D(3)	99.3	885	891	6D(3)	99.3	981	988
6D(4)	99.2	884	891	6D(4)	99.2	980	988
6D(5)	99.3	885	891	6D(5)	99.3	981	988
6D(6)	99.4	886	891	6D(6)	99.4	982	988
6D(7)	99.2	884	891	6D(7)	99.2	980	988
6D(1)-(7) ALL	98.8	880	891	6D(1)-(7) ALL	98.8	976	988
6D(1)-(7) ANY	99.4	886	891	6D(1)-(7) ANY	99.4	982	988
7A	99.7	888	891	7A	99.7	985	988
7B	99.6	887	891	7B	99.5	983	988
8-most imp	98.4	877	891	8-most imp	98.4	972	988
8-second imp	98.3	876	891	8-second imp	98.3	971	988
8-third imp	98.1	874	891	8-third imp	98.1	969	988
8a-c	97.6	870	891	8a-c	97.6	965	988
9A	98.9	881	891	9A	98.9	977	988
9B	99.2	884	891	9B	99.2	980	988
9C	99.3	885	891	9C	99.3	981	988
9D	99.4	886	891	9D	99.4	983	988
9E	99.1	883	891	9E	99.1	979	988
9F	99.4	886	891	9F	99.4	983	988
9(A-F) ALL	98.3	876	891	9(A-F) ALL	98.3	971	988
9(A-F) ANY	99.4	886	891	9(A-F) ANY	99.4	983	988
10A(1)	99.3	885	891	10A(1)	99.3	981	988
10A(2)	99.3	885	891	10A(2)	99.3	981	988
10A(3)	97.5	869	891	10A(3)	97.5	964	988
10A(4)	99.3	885	891	10A(4)	99.3	981	988
10A(5)	95.1	847	891	10A(5)	95.0	939	988
10A(6)	99.4	886	891	10A(6)	99.4	982	988
10A(7)	49.6	442	891	10A(7)	49.4	488	988
10A(8)	97.5	869	891	10A(8)	97.5	964	988
10A(1)-(8) ALL	47.8	426	891	10A(1)-(8) ALL	47.6	471	988
10A(1)-(8) ANY	99.7	888	891	10A(1)-(8) ANY	99.7	985	988
10B(1)	98.7	879	891	10B(1)	98.7	975	988
10B(2)	98.9	881	891	10B(2)	98.9	977	988
10B(3)	97.0	864	891	10B(3)	96.9	958	988
10B(4)	99.3	885	891	10B(4)	99.3	981	988
10B(5)	48.6	433	891	10B(5)	48.4	478	988
10B(6)	99.6	887	891	10B(6)	99.6	984	988
10B(7)	97.8	871	891	10B(7)	97.8	966	988
10B(8)	98.0	873	891	10B(8)	98.0	968	988
10B (1)-(8) AL	46.6	415	891	10B (1)-(8) AL	46.4	459	988
10B (1)-(8) AN	99.7	888	891	10B (1)-(8) AN	99.7	985	988
10C(1)	99.0	882	891	10C(1)	99.0	978	988
10C(2)	98.0	873	891	10C(2)	98.0	968	988

See notes at end of table.

Table C-19. Item response rates for the Public Charter School Principal Questionnaire (SASS-2D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
10C(3)	96.5	860	891	10C(3)	96.5	953	988
10C(4)	99.1	883	891	10C(4)	99.1	979	988
10C(5)	48.5	432	891	10C(5)	48.3	477	988
10C(6)	98.9	881	891	10C(6)	98.9	977	988
10C(7)	95.8	854	891	10C(7)	95.8	946	988
10C(8)	97.1	865	891	10C(8)	97.1	959	988
10C(9)	97.2	866	891	10C(9)	97.2	960	988
10C (1)-(9) AL	46.4	413	891	10C (1)-(9) AL	46.2	456	988
10C (1)-(9) AN	99.2	884	891	10C (1)-(9) AN	99.2	980	988
10D(1)	98.3	876	891	10D(1)	98.3	971	988
10D(2)	97.9	872	891	10D(2)	97.8	967	988
10D(3)	95.7	853	891	10D(3)	95.7	946	988
10D(4)	99.2	884	891	10D(4)	99.2	980	988
10D(5)	99.1	883	891	10D(5)	99.1	979	988
10D(6)	96.6	861	891	10D(6)	96.6	955	988
10D(7)	97.0	864	891	10D(7)	97.0	958	988
10D (1)-(7) AL	92.0	820	891	10D (1)-(7) AL	92.0	909	988
10D (1)-(7) AN	99.2	884	891	10D (1)-(7) AN	99.2	980	988
10E(1)	98.0	873	891	10E(1)	98.0	968	988
10E(2)	98.4	877	891	10E(2)	98.4	972	988
10E(3)	96.0	855	891	10E(3)	95.9	948	988
10E(4)	99.1	883	891	10E(4)	99.1	979	988
10E(5)	99.2	884	891	10E(5)	99.2	980	988
10E(6)	97.0	864	891	10E(6)	97.0	958	988
10E(7)	96.9	863	891	10E(7)	96.9	957	988
10E (1)-(7) AL	91.7	817	891	10E (1)-(7) AL	91.6	905	988
10E (1)-(7) AN	99.3	885	891	10E (1)-(7) AN	99.3	982	988
10F(1)	97.8	871	891	10F(1)	97.8	966	988
10F(2)	98.2	875	891	10F(2)	98.2	970	988
10F(3)	96.1	856	891	10F(3)	96.0	949	988
10F(4)	99.1	883	891	10F(4)	99.1	979	988
10F(5)	99.0	882	891	10F(5)	99.0	978	988
10F(6)	97.1	865	891	10F(6)	97.1	959	988
10F(7)	97.3	867	891	10F(7)	97.3	961	988
10F (1)-(7) AL	92.5	824	891	10F (1)-(7) AL	92.5	914	988
10F (1)-(7) AN	99.2	884	891	10F (1)-(7) AN	99.2	980	988
10G(1)	97.4	868	891	10G(1)	97.5	963	988
10G(2)	98.1	874	891	10G(2)	98.1	969	988
10G(3)	95.4	850	891	10G(3)	95.4	943	988
10G(4)	98.8	880	891	10G(4)	98.8	976	988
10G(5)	48.3	430	891	10G(5)	48.1	475	988
10G(6)	98.2	875	891	10G(6)	98.3	971	988
10G(7)	97.0	864	891	10G(7)	97.0	958	988
10G(8)	96.4	859	891	10G(8)	96.4	953	988
10G (1)-(8) AL	45.5	405	891	10G (1)-(8) AL	45.3	448	988
10G (1)-(8) AN	99.2	884	891	10G (1)-(8) AN	99.2	980	988
11A	99.6	887	891	11A	99.5	984	988
11B	99.6	887	891	11B	99.5	984	988
11C	99.6	887	891	11C	99.5	984	988
11D	99.3	885	891	11D	99.3	981	988
11E	99.4	886	891	11E	99.4	982	988
11F	99.6	887	891	11F	99.5	984	988

See notes at end of table.

Table C-19. Item response rates for the Public Charter School Principal Questionnaire (SASS-2D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
11G	99.6	887	891	11G	99.5	984	988
11H	99.6	887	891	11H	99.5	984	988
11I	99.3	885	891	11I	99.3	981	988
11J	99.3	885	891	11J	99.3	981	988
11K	99.6	887	891	11K	99.5	984	988
11L	99.2	884	891	11L	99.2	980	988
11M	99.4	886	891	11M	99.4	983	988
11N	99.2	884	891	11N	99.2	980	988
11O	99.2	884	891	11O	99.2	980	988
11P	99.4	886	891	11P	99.4	982	988
11Q	99.2	884	891	11Q	99.2	980	988
11R	99.3	885	891	11R	99.3	981	988
11 (A-R) ALL	97.8	871	891	11 (A-R) ALL	97.8	966	988
11 (A-R) ANY	99.6	887	891	11 (A-R) ANY	99.5	984	988
12A	99.0	882	891	12A	99.0	978	988
12B	97.8	871	891	12B	97.7	966	988
12C	98.9	881	891	12C	98.9	977	988
12D	99.2	884	891	12D	99.2	980	988
12E	98.5	878	891	12E	98.5	974	988
12F	99.1	883	891	12F	99.1	979	988
12(A-F) ALL	96.3	858	891	12(A-F) ALL	96.3	951	988
12(A-F) ANY	99.3	885	891	12(A-F) ANY	99.3	981	988
13A	99.4	886	891	13A	99.4	982	988
13B	96.4	859	891	13B	96.3	952	988
13C	99.2	884	891	13C	99.2	980	988
13D	99.3	885	891	13D	99.3	981	988
13E	99.1	883	891	13E	99.1	979	988
13F	99.2	884	891	13F	99.2	980	988
13G	99.1	883	891	13G	99.1	979	988
13H	99.1	883	891	13H	99.1	979	988
13I	99.2	884	891	13I	99.2	980	988
13(A-I) ALL	95.4	850	891	13(A-I) ALL	95.3	942	988
13(A-I) ANY	99.4	886	891	13(A-I) ANY	99.4	982	988
14	98.7	879	891	14	98.7	975	988
15A	99.2	884	891	15A	99.2	980	988
15B(1)	98.2	834	849	15B(1)	98.2	925	941
15B(2)	98.2	834	849	15B(2)	98.2	925	941
15B(3)	98.2	834	849	15B(3)	98.2	925	941
15B(4)	98.2	834	849	15B(4)	98.2	925	941
15B(5)	98.2	834	849	15B(5)	98.2	925	941
15B(6)	98.2	834	849	15B(6)	98.2	925	941
15B(7)	98.2	834	849	15B(7)	98.2	925	941
15B(1)-(7) ALL	98.2	834	849	15B(1)-(7) ALL	98.2	925	941
15B(1)-(7) ANY	98.2	834	849	15B(1)-(7) ANY	98.2	925	941
16	98.7	879	891	16	98.7	975	988
17	97.9	872	891	17	97.9	967	988
18A	98.2	875	891	18A	98.2	970	988
18B	98.3	876	891	18B	98.3	971	988
18C	98.2	875	891	18C	98.2	970	988
18D	98.2	875	891	18D	98.2	970	988
18E	98.4	877	891	18E	98.4	972	988
18F	98.3	876	891	18F	98.3	972	988

See notes at end of table.

Table C-19. Item response rates for the Public Charter School Principal Questionnaire (SASS-2D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
18(A-F) ALL	97.3	867	891	18(A-F) ALL	97.3	961	988
18(A-F) ANY	98.7	879	891	18(A-F) ANY	98.7	975	988
19A	99.4	886	891	19A	99.4	983	988
19B	99.4	886	891	19B	99.4	983	988
19C	99.4	886	891	19C	99.4	983	988
19D	99.4	886	891	19D	99.4	983	988
19E	99.4	886	891	19E	99.4	983	988
19F	99.4	886	891	19F	99.4	983	988
19G	99.4	886	891	19G	99.4	983	988
19H	99.4	886	891	19H	99.4	983	988
19(A)-(H) ALL	99.4	886	891	19(A)-(H) ALL	99.4	983	988
19(A)-(H) ANY	99.4	886	891	19(A)-(H) ANY	99.4	983	988
20A	99.6	887	891	20A	99.6	984	988
20B(1)	99.1	649	655	20B(1)	99.1	721	728
20B(2)	99.1	649	655	20B(2)	99.1	721	728
20B(3)	99.1	649	655	20B(3)	99.1	721	728
20B(4)	99.1	649	655	20B(4)	99.1	721	728
20B(5)	99.1	649	655	20B(5)	99.1	721	728
20B(6)	99.1	649	655	20B(6)	99.1	721	728
20B(7)	99.1	649	655	20B(7)	99.1	721	728
20B(8)	99.1	649	655	20B(8)	99.1	721	728
20(1)-(8) ALL	99.1	649	655	20(1)-(8) ALL	99.1	721	728
20(1)-(8) ANY	99.1	649	655	20(1)-(8) ANY	99.1	721	728
21A	98.3	876	891	21A	98.3	972	988
21B	98.8	880	891	21B	98.8	976	988
21C	98.2	875	891	21C	98.2	970	988
21D	98.2	875	891	21D	98.2	970	988
21E	98.3	876	891	21E	98.3	971	988
21F	98.4	877	891	21F	98.4	972	988
21G	98.4	877	891	21G	98.4	973	988
21H	98.7	879	891	21H	98.7	975	988
21I	98.5	878	891	21I	98.5	974	988
21J	95.7	853	891	21J	95.7	945	988
21(A)-(J) ALL	92.7	826	891	21(A)-(J) ALL	92.7	915	988
20(A)-(J) ANY	99.0	882	891	20(A)-(J) ANY	99.0	978	988
22A	98.7	879	891	22A	98.7	975	988
22B	93.8	736	785	22B	93.8	817	871
22C	93.0	730	785	22C	93.1	810	871
22D(1)	91.8	483	526	22D(1)	91.9	538	586
22D(2)	91.8	483	526	22D(2)	91.9	538	586
22D(3)	91.8	483	526	22D(3)	91.9	538	586
22D(1)-(3) ALL	91.8	483	526	22D(1)-(3) ALL	91.9	538	586
22D(1)-(3) ANY	91.8	483	526	22D(1)-(3) ANY	91.9	538	586
22E	100.0	526	526	22E	100.0	586	586
22F(1)	91.1	236	259	22F(1)	91.2	260	285
22F(2)	91.1	236	259	22F(2)	91.2	260	285
22F(3)	90.7	235	259	22F(3)	90.9	259	285
22F(4)	95.0	246	259	22F(4)	95.1	271	285
22F(5)	95.0	246	259	22F(5)	95.1	271	285
22F(6)	95.0	246	259	22F(6)	95.1	271	285
22F(7)	95.0	246	259	22F(7)	95.1	271	285
22F(1)-(7) ALL	90.7	235	259	22F(1)-(7) ALL	90.9	259	285

See notes at end of table.

Table C-19. Item response rates for the Public Charter School Principal Questionnaire (SASS-2D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
22F(1)-(7) ANY	95.0	246	259	22F(1)-(7) ANY	95.1	271	285
23A	99.0	882	891	23A	99.0	978	988
23B(1)	98.1	622	634	23B(1)	98.1	686	699
23B(2)	98.1	622	634	23B(2)	98.1	686	699
23B(3)	98.1	622	634	23B(3)	98.1	686	699
23B(1)-(3) ALL	98.1	622	634	23B(1)-(3) ALL	98.1	686	699
23B(1)-(3) ANY	98.1	622	634	23B(1)-(3) ANY	98.1	686	699
24	100.0	891	891	24	100.0	988	988
25	92.3	822	891	25	92.3	912	988
26	99.3	885	891	26	99.3	981	988
27A	96.2	857	891	27A	96.2	950	988
27B	92.9	13	14	27B	93.0	15	16
28	92.6	825	891	28	92.7	916	988
29	93.6	834	891	29	93.6	925	988
30	81.1	723	891	30	98.3	971	988
31	54.4	485	891	31	54.5	539	988

NOTE: SASS-2D is the Public Charter School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter School Principal Survey," 1999–2000, preliminary response rate file.

Table C-20. Item response rates for the Public School Questionnaire (SASS-3A), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
3A	100.0	8,432	8,432				
3B	100.0	8,432	8,432				
3C	100.0	8,432	8,432				
3D	100.0	8,432	8,432				
3E	100.0	8,432	8,432				
4B	100.0	8,432	8,432				
6	100.0	8,428	8,432	6	100.0	83,711	83,725
7A	100.0	8,432	8,432	7A	100.0	83,725	83,725
7B	94.2	7,944	8,432	7B	95.0	79,525	83,725
8	89.3	7,532	8,432	8	89.3	74,743	83,725
9A	76.1	6,419	8,432	9A	75.9	63,526	83,725
9B	74.2	6,258	8,432	9B	74.3	62,249	83,725
9C	76.0	6,411	8,432	9C	75.7	63,401	83,725
9D	81.4	6,864	8,432	9D	82.1	68,757	83,725
9E	79.8	6,727	8,432	9E	79.5	66,537	83,725
9F	100.0	8,428	8,432	9F	100.0	83,706	83,725
9, ALL	73.4	6,186	8,432	9, ALL	73.2	61,295	83,725
9, ANY	100.0	8,430	8,432	9, ANY	100.0	83,716	83,725
10, HR	96.3	8,123	8,432	10, HR	95.9	80,289	83,725
10, MIN	96.3	8,123	8,432	10, MIN	95.9	80,289	83,725
11A, 0-9	67.6	5,703	8,432	11A, 0-9	67.5	56,490	83,725
11A, 10-20	67.7	5,705	8,432	11A, 10-20	67.5	56,503	83,725
11A, 21+	67.8	5,716	8,432	11A, 21+	67.7	56,696	83,725
11B	82.2	6,933	8,432	11B	82.0	68,656	83,725
12A	90.0	7,590	8,432	12A	89.2	74,683	83,725
12B	90.7	7,649	8,432	12B	90.4	75,654	83,725
13	97.6	8,226	8,432	13	97.4	81,570	83,725
13, DESC	63.2	201	318	13, DESC	60.2	2,141	3,558
14	97.5	8,222	8,432	14	97.4	81,541	83,725
15A	97.5	8,217	8,432	15A	97.3	81,497	83,725
15B	97.7	547	560	15B	98.5	5,368	5,449
15C	95.7	536	560	15C	97.2	5,293	5,449
16	97.6	8,229	8,432	16	97.5	81,599	83,725
17A	94.4	1,277	1,353	17A	94.8	10,481	11,062
17B	94.5	1,279	1,353	17B	94.8	10,485	11,062
17C	95.6	1,294	1,353	17C	95.4	10,557	11,062
17D	96.4	1,304	1,353	17D	96.1	10,627	11,062
17E	92.7	1,254	1,353	17E	92.5	10,235	11,062
17F	94.2	1,274	1,353	17F	93.9	10,384	11,062
17G	93.6	1,267	1,353	17G	93.8	10,372	11,062
17, ALL	89.5	1,211	1,353	17, ALL	88.5	9,786	11,062
17, ANY	99.2	1,342	1,353	17, ANY	99.1	10,965	11,062
18A	96.9	8,170	8,432	18A	96.6	80,885	83,725
18B	97.3	8,204	8,432	18B	97.1	81,277	83,725
18C	97.0	8,178	8,432	18C	96.8	81,056	83,725
18D	98.5	8,306	8,432	18D	98.9	82,802	83,725
18E	98.1	8,272	8,432	18E	98.7	82,601	83,725
18F	97.1	8,185	8,432	18F	97.2	81,349	83,725
18G	97.2	8,200	8,432	18G	97.3	81,423	83,725
18, ALL	95.2	8,031	8,432	18, ALL	95.4	79,882	83,725
18, ANY	98.6	8,318	8,432	18, ANY	99.0	82,892	83,725
19A	97.0	8,181	8,432	19A	96.7	80,969	83,725
19B	97.1	8,184	8,432	19B	96.8	81,014	83,725

See notes at end of table.

Table C-20. Item response rates for the Public School Questionnaire (SASS-3A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
19C	98.2	8,281	8,432	19C	97.7	81,761	83,725
19, ALL	96.5	8,133	8,432	19, ALL	96.1	80,479	83,725
19, ANY	98.4	8,298	8,432	19, ANY	97.8	81,867	83,725
20A	97.2	8,194	8,432	20A	97.0	81,177	83,725
20B1	96.1	7,483	7,786	20B1	95.8	75,390	78,707
20B2	95.7	7,453	7,786	20B2	95.4	75,102	78,707
20B3	95.6	7,440	7,786	20B3	95.2	74,919	78,707
20B4	96.1	7,484	7,786	20B4	95.9	75,459	78,707
20B5	95.7	7,451	7,786	20B5	95.2	74,951	78,707
20B, ALL	94.9	7,387	7,786	20B, ALL	94.3	74,236	78,707
20B, ANY	96.3	7,500	7,786	20B, ANY	96.1	75,637	78,707
21A	96.5	8,133	8,432	21A	95.9	80,315	83,725
21B	96.0	8,095	8,432	21B	95.3	79,831	83,725
21C	96.3	8,121	8,432	21C	95.8	80,246	83,725
21D	96.2	8,115	8,432	21D	95.7	80,162	83,725
21E	96.6	8,146	8,432	21E	96.2	80,557	83,725
21, ALL	94.4	7,964	8,432	21, ALL	93.8	78,521	83,725
21, ANY	97.2	8,200	8,432	21, ANY	96.9	81,103	83,725
22A	96.8	8,166	8,432	22A	96.1	80,485	83,725
22B	97.0	8,176	8,432	22B	96.5	80,769	83,725
22C	97.0	8,181	8,432	22C	96.5	80,794	83,725
22D	96.6	8,143	8,432	22D	96.0	80,364	83,725
22E	96.5	8,141	8,432	22E	96.1	80,491	83,725
22F	97.0	8,176	8,432	22F	96.3	80,649	83,725
22F1	94.7	451	476	22F1	94.3	4,711	4,997
22, ALL	94.6	7,979	8,432	22, ALL	93.7	78,440	83,725
22, ANY	97.5	8,218	8,432	22, ANY	97.1	81,257	83,725
23A	99.2	8,365	8,432	23A	99.5	83,318	83,725
23B	86.4	5,073	5,870	23B	86.1	59,844	69,519
24A	99.3	8,376	8,432	24A	99.3	83,138	83,725
24B	91.8	3,600	3,920	24B	92.0	19,490	21,174
25A	94.4	3,701	3,920	25A	94.5	20,007	21,174
25B	94.3	3,697	3,920	25B	94.4	19,999	21,174
25C	94.2	3,693	3,920	25C	94.2	19,946	21,174
25D	94.2	3,692	3,920	25D	94.2	19,943	21,174
25, ALL	93.2	3,652	3,920	25, ALL	93.3	19,752	21,174
25, ANY	94.9	3,722	3,920	25, ANY	94.9	20,100	21,174
26A	99.3	3,893	3,920	26A	99.4	21,049	21,174
26B	87.9	3,185	3,623	26B	87.7	17,262	19,672
26C, 4YR	83.3	3,019	3,623	26C, 4YR	82.7	16,263	19,672
26C, 2YR	81.2	2,942	3,623	26C, 2YR	81.3	15,996	19,672
26C, TECH	78.3	2,838	3,623	26C, TECH	78.0	15,338	19,672
26C, ALL	75.5	2,735	3,623	26C, ALL	74.9	14,743	19,672
26C, ANY	84.3	3,056	3,623	26C, ANY	84.1	16,545	19,672
27A, YN	97.0	8,175	8,432	27A, YN	96.8	81,044	83,725
27B, YN	96.8	8,166	8,432	27B, YN	96.7	81,001	83,725
27C, YN	96.7	8,151	8,432	27C, YN	96.3	80,618	83,725
27D, YN	96.0	8,095	8,432	27D, YN	95.8	80,214	83,725
27E, YN	95.3	8,039	8,432	27E, YN	95.0	79,512	83,725
27F, YN	96.8	8,166	8,432	27F, YN	96.6	80,916	83,725
27G, YN	96.1	8,106	8,432	27G, YN	95.9	80,277	83,725
27H, YN	96.1	8,100	8,432	27H, YN	95.7	80,135	83,725
27I, YN	96.2	8,108	8,432	27I, YN	95.9	80,278	83,725

See notes at end of table.

Table C-20. Item response rates for the Public School Questionnaire (SASS-3A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
27, YN, ALL	93.2	7,857	8,432	27, YN, ALL	92.9	77,759	83,725
27, YN, ANY	97.3	8,205	8,432	27, YN, ANY	97.1	81,333	83,725
27A, PAR	95.0	7,431	7,818	27A, PAR	94.8	75,148	79,258
27B, PAR	95.2	6,880	7,227	27B, PAR	94.8	70,157	74,005
27C, PAR	94.4	6,822	7,229	27C, PAR	94.0	67,717	72,026
27D, PAR	94.0	3,893	4,140	27D, PAR	93.9	41,915	44,626
27E, PAR	93.3	3,824	4,097	27E, PAR	93.4	38,793	41,552
27F, PAR	94.6	6,742	7,124	27F, PAR	94.6	69,502	73,450
27G, PAR	94.5	5,249	5,553	27G, PAR	94.2	53,326	56,622
27H, PAR	92.4	4,427	4,792	27H, PAR	92.0	45,626	49,570
27I, PAR	93.7	3,297	3,520	27I, PAR	93.3	35,071	37,577
28A	96.8	8,159	8,432	28A	96.7	80,928	83,725
28B	96.5	8,139	8,432	28B	96.6	80,877	83,725
28C	97.2	8,198	8,432	28C	97.1	81,311	83,725
28D	96.9	8,173	8,432	28D	96.8	81,061	83,725
28E	97.1	8,189	8,432	28E	96.9	81,129	83,725
28F	96.7	8,153	8,432	28F	96.6	80,850	83,725
28G	96.6	8,142	8,432	28G	96.3	80,662	83,725
28H	96.4	8,131	8,432	28H	96.1	80,487	83,725
28, ALL	94.7	7,989	8,432	28, ALL	94.6	79,194	83,725
28, ANY	97.3	8,207	8,432	28, ANY	97.3	81,427	83,725
29A	97.0	8,177	8,432	29A	96.9	81,132	83,725
29B	94.0	6,867	7,304	29B	93.9	68,122	72,582
30A	97.3	8,205	8,432	30A	97.2	81,420	83,725
30B	97.3	8,207	8,432	30B	97.3	81,443	83,725
30C	97.2	8,200	8,432	30C	97.3	81,424	83,725
30D	97.2	8,198	8,432	30D	97.2	81,397	83,725
30E	97.0	8,182	8,432	30E	97.1	81,302	83,725
30F	97.3	8,201	8,432	30F	97.2	81,422	83,725
30G	97.2	8,196	8,432	30G	97.3	81,432	83,725
30, ALL	96.4	8,130	8,432	30, ALL	96.5	80,779	83,725
30, ANY	97.4	8,214	8,432	30, ANY	97.4	81,549	83,725
31A	96.6	8,142	8,432	31A	96.5	80,754	83,725
31B	94.3	4,874	5,168	31B	94.2	46,843	49,731
32A, PT	74.9	6,317	8,432	32A, PT	77.1	64,512	83,725
32B, PT	74.1	6,247	8,432	32B, PT	76.2	63,837	83,725
32C, PT	77.3	6,520	8,432	32C, PT	79.1	66,208	83,725
32D, PT	84.1	7,094	8,432	32D, PT	86.6	72,494	83,725
32E, PT	82.6	6,963	8,432	32E, PT	84.3	70,572	83,725
32F1, PT	95.0	8,010	8,432	32F1, PT	94.9	79,477	83,725
32F2, PT	93.5	7,883	8,432	32F2, PT	93.6	78,369	83,725
32F3, PT	93.6	7,889	8,432	32F3, PT	93.5	78,324	83,725
32F4, PT	94.2	7,941	8,432	32F4, PT	94.3	78,953	83,725
32F5, PT	92.6	7,809	8,432	32F5, PT	92.9	77,808	83,725
32G, PT	91.1	7,681	8,432	32G, PT	90.4	75,708	83,725
32H1, PT	99.3	8,377	8,432	32H1, PT	99.3	83,160	83,725
32H2, PT	97.1	8,191	8,432	32H2, PT	97.2	81,356	83,725
32H3, PT	96.5	8,140	8,432	32H3, PT	96.6	80,913	83,725
32H4, PT	93.2	7,857	8,432	32H4, PT	94.1	78,818	83,725
32H5, PT	92.9	7,832	8,432	32H5, PT	94.5	79,084	83,725
32H6, PT	92.8	7,828	8,432	32H6, PT	93.9	78,631	83,725
32I, PT	97.9	8,256	8,432	32I, PT	97.8	81,916	83,725
32J, PT	90.4	7,625	8,432	32J, PT	91.4	76,493	83,725

See notes at end of table.

Table C-20. Item response rates for the Public School Questionnaire (SASS-3A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
32K, PT	97.5	8,221	8,432	32K, PT	97.6	81,712	83,725
32L, PT	91.6	7,722	8,432	32L, PT	92.6	77,526	83,725
32, PT, ALL	61.8	5,212	8,432	32, PT, ALL	62.8	52,589	83,725
32, PT, ANY	99.9	8,427	8,432	32, PT, ANY	99.9	83,651	83,725
32A, FT	95.6	8,064	8,432	32A, FT	95.2	79,724	83,725
32B, FT	94.7	7,987	8,432	32B, FT	94.4	79,042	83,725
32C, FT	90.4	7,626	8,432	32C, FT	89.9	75,263	83,725
32D, FT	97.4	8,214	8,432	32D, FT	96.7	80,980	83,725
32E, FT	93.9	7,917	8,432	32E, FT	92.5	77,450	83,725
32F1, FT	95.8	8,075	8,432	32F1, FT	95.3	79,763	83,725
32F2, FT	94.0	7,927	8,432	32F2, FT	93.7	78,450	83,725
32F3, FT	95.1	8,021	8,432	32F3, FT	95.2	79,742	83,725
32F4, FT	96.1	8,100	8,432	32F4, FT	95.9	80,317	83,725
32F5, FT	90.7	7,650	8,432	32F5, FT	89.8	75,212	83,725
32G, FT	89.7	7,564	8,432	32G, FT	88.8	74,348	83,725
32H1, FT	99.6	8,401	8,432	32H1, FT	99.5	83,304	83,725
32H2, FT	98.3	8,291	8,432	32H2, FT	98.2	82,196	83,725
32H3, FT	97.9	8,255	8,432	32H3, FT	97.7	81,800	83,725
32H4, FT	98.0	8,266	8,432	32H4, FT	97.8	81,913	83,725
32H5, FT	98.1	8,270	8,432	32H5, FT	97.9	81,953	83,725
32H6, FT	97.9	8,257	8,432	32H6, FT	97.7	81,806	83,725
32I, FT	98.4	8,295	8,432	32I, FT	98.2	82,202	83,725
32J, FT	98.3	8,291	8,432	32J, FT	98.1	82,110	83,725
32K, FT	98.4	8,299	8,432	32K, FT	98.3	82,278	83,725
32L, FT	98.0	8,262	8,432	32L, FT	97.6	81,745	83,725
32, FT, ALL	74.7	6,298	8,432	32, FT, ALL	73.1	61,208	83,725
32, FT, ANY	100.0	8,428	8,432	32, FT, ANY	99.9	83,655	83,725
33A	85.1	7,176	8,432	33A	85.1	71,271	83,725
33B	71.6	6,036	8,432	33B	71.6	59,949	83,725
33C	82.7	6,976	8,432	33C	82.5	69,042	83,725
33D	91.4	7,710	8,432	33D	92.9	77,749	83,725
33E	90.6	7,641	8,432	33E	91.2	76,341	83,725
33F	78.1	6,582	8,432	33F	78.1	65,363	83,725
33, ALL	69.6	5,869	8,432	33, ALL	69.6	58,235	83,725
33, ANY	97.5	8,222	8,432	33, ANY	97.7	81,760	83,725
34	93.3	7,867	8,432	34	93.1	77,930	83,725
35A	97.7	8,234	8,432	35A	97.5	81,642	83,725
35B1	95.7	6,920	7,229	35B1	95.4	66,481	69,689
35B2	92.4	6,682	7,229	35B2	92.2	64,271	69,689
35B3	92.3	6,672	7,229	35B3	92.0	64,081	69,689
35B4	92.3	6,674	7,229	35B4	92.0	64,103	69,689
35B5	92.4	6,678	7,229	35B5	92.0	64,102	69,689
35B6	92.3	6,675	7,229	35B6	92.1	64,178	69,689
35B7	92.5	6,684	7,229	35B7	92.1	64,211	69,689
35B8	93.0	6,724	7,229	35B8	92.7	64,572	69,689
35B, ALL	90.7	6,555	7,229	35B, ALL	90.3	62,934	69,689
35B, ANY	96.2	6,956	7,229	35B, ANY	96.1	66,955	69,689
36A	95.0	6,867	7,229	36A	95.0	66,186	69,689
36B	94.3	6,819	7,229	36B	94.2	65,656	69,689
36C	93.3	6,742	7,229	36C	92.6	64,537	69,689
36D	93.1	6,730	7,229	36D	92.3	64,321	69,689
36E	92.2	6,664	7,229	36E	91.9	64,053	69,689
36F	93.2	6,736	7,229	36F	92.5	64,427	69,689

See notes at end of table.

Table C-20. Item response rates for the Public School Questionnaire (SASS-3A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
36G	93.0	6,723	7,229	36G	92.3	64,352	69,689
36H	92.4	6,676	7,229	36H	91.8	64,008	69,689
36I	92.4	6,679	7,229	36I	92.3	64,299	69,689
36J	93.0	6,721	7,229	36J	92.3	64,305	69,689
36K	93.1	6,732	7,229	36K	92.6	64,499	69,689
36L	94.8	6,853	7,229	36L	95.2	66,352	69,689
36, ALL	88.8	6,418	7,229	36, ALL	89.0	62,028	69,689
36, ANY	97.3	7,037	7,229	36, ANY	97.2	67,724	69,689
37A	94.6	7,979	8,432	37A	94.4	79,043	83,725
37B	94.6	7,973	8,428	37B	94.5	79,052	83,641
37C	94.5	7,961	8,428	37C	94.4	78,942	83,641
38A	96.7	8,136	8,410	38A	96.8	80,698	83,400
38A, DESC	95.0	513	540				
38B	96.7	8,153	8,428	38B	96.8	80,925	83,641
38B, DESC	95.2	792	832				
39A	97.3	8,208	8,432	39A	97.1	81,328	83,725
39B, PK	95.6	7,813	8,176	39B, PK	94.2	76,643	81,365
39B, K12	83.7	6,845	8,176	39B, K12	83.8	68,179	81,365
39C	95.0	7,768	8,176	39C	94.8	77,098	81,365
39D, PK	96.3	7,551	7,841	39D, PK	95.4	74,543	78,148
39D, K12	84.5	6,627	7,841	39D, K12	84.0	65,662	78,148
40A	100.0	8,430	8,432	40A	100.0	83,719	83,725
40B	97.7	3,835	3,925	40B	97.7	43,274	44,311
41A	75.6	804	1,064	41A	77.6	8,907	11,477
41B	99.9	1,063	1,064	41B	100.0	11,472	11,477
41C1	98.6	1,049	1,064	41C1	99.1	11,376	11,477
41C2	97.1	1,033	1,064	41C2	97.5	11,191	11,477
41C3	93.3	993	1,064	41C3	93.9	10,771	11,477
41C, ALL	92.2	981	1,064	41C, ALL	92.7	10,636	11,477
41C, ANY	99.2	1,055	1,064	41C, ANY	99.7	11,438	11,477
41D, TCH	95.7	1,018	1,064	41D, TCH	96.6	11,083	11,477
41D, AIDE	99.4	1,058	1,064	41D, AIDE	99.5	11,420	11,477
42A	93.1	7,847	8,432	42A	93.1	77,971	83,725
42B, WHOLE	79.4	6,570	8,278	42B, WHOLE	80.6	65,415	81,148
42B, MOST	78.1	6,463	8,278	42B, MOST	79.2	64,240	81,148
42B, SOME	79.9	6,610	8,278	42B, SOME	81.2	65,873	81,148
42B, LITTLE	81.2	6,719	8,278	42B, LITTLE	82.4	66,881	81,148
41B, ALL	76.6	6,344	8,278	41B, ALL	77.8	63,142	81,148
41B, ANY	84.0	6,952	8,278	41B, ANY	85.3	69,221	81,148
43A	95.2	8,030	8,432	43A	95.3	79,759	83,725
43B	90.3	4,044	4,478	43B	90.0	40,675	45,170
44A	95.0	4,252	4,478	44A	94.9	42,854	45,170
44B	94.4	4,226	4,478	44B	94.1	42,503	45,170
44C	93.6	4,193	4,478	44C	93.6	42,272	45,170
44D	93.5	4,189	4,478	44D	93.1	42,066	45,170
44E	94.4	4,225	4,478	44E	94.0	42,482	45,170
44F	91.4	4,093	4,478	44F	91.1	41,166	45,170
44G	93.3	4,177	4,478	44G	93.5	42,230	45,170
44, ALL	89.0	3,985	4,478	44, ALL	89.3	40,327	45,170
44, ANY	95.7	4,287	4,478	44, ANY	95.5	43,125	45,170
45A	96.2	4,306	4,478	45A	95.9	43,298	45,170
45B1	94.9	3,624	3,819	45B1	94.6	37,134	39,268
45B2	93.7	3,577	3,819	45B2	93.3	36,627	39,268

See notes at end of table.

Table C-20. Item response rates for the Public School Questionnaire (SASS-3A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
45B3	94.5	3,610	3,819	45B3	94.3	37,010	39,268
45B, ALL	92.7	3,541	3,819	45B, ALL	92.4	36,279	39,268
45B, ANY	95.5	3,647	3,819	45B, ANY	95.1	37,359	39,268
45C1	93.9	3,586	3,819	45C1	93.7	36,782	39,268
45C2	93.5	3,570	3,819	45C2	93.5	36,696	39,268
45C3	94.1	3,595	3,819	45C3	93.9	36,891	39,268
45C, ALL	92.2	3,522	3,819	45C, ALL	92.2	36,186	39,268
45C, ANY	95.1	3,630	3,819	45C, ANY	94.8	37,220	39,268
46A	92.7	4,153	4,478	46A	92.2	41,660	45,170
46B	92.1	4,124	4,478	46B	91.8	41,470	45,170
46C	93.9	4,205	4,478	46C	93.9	42,419	45,170
46, ALL	90.5	4,051	4,478	46, ALL	90.2	40,722	45,170
46, ANY	94.9	4,249	4,478	46, ANY	94.6	42,720	45,170
47A	95.0	4,253	4,478	47A	94.6	42,746	45,170
47B	94.8	4,244	4,478	47B	94.5	42,677	45,170
47C	93.9	4,206	4,478	47C	93.5	42,226	45,170
47, ALL	93.6	4,190	4,478	47, ALL	93.2	42,093	45,170
47, ANY	95.3	4,267	4,478	47, ANY	94.9	42,856	45,170
48A	95.6	8,062	8,432	48A	95.8	80,225	83,725
48B	88.3	1,366	1,547	48B	88.3	12,854	14,565
49A	90.4	1,399	1,547	49A	89.8	13,080	14,565
49B	89.3	844	945	49B	90.0	7,902	8,781
50	66.5	5,607	8,432				
51	0.0	0	8,432				

NOTE: SASS-3A is the Public School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000, preliminary response rate file.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
2A	100.0	2,611	2,611				
2B	100.0	2,611	2,611				
2C	100.0	2,611	2,611				
2D	100.0	2,611	2,611				
2E	100.0	2,611	2,611				
5A	92.5	148	160	5A	92.2	1,618	1,754
5B	98.0	1,107	1,130	5B	98.2	11,953	12,174
5C	97.9	1,716	1,753	5C	97.2	19,026	19,584
5D	94.1	48	51	5D	88.2	364	412
5E	91.3	63	69	5E	90.5	784	866
5F	97.5	1,842	1,890	5F	96.4	20,992	21,785
5G	97.1	1,833	1,887	5G	95.7	20,652	21,585
5H	97.1	1,830	1,885	5H	95.8	20,597	21,499
5I	97.0	1,804	1,859	5I	95.6	20,081	20,996
5J	96.8	1,780	1,838	5J	95.3	19,797	20,777
5K	96.8	1,779	1,837	5K	95.2	19,513	20,507
5L	97.0	1,687	1,739	5L	95.7	17,613	18,399
5M	96.9	1,681	1,734	5M	95.7	17,444	18,230
5N	96.2	1,101	1,144	5N	92.9	8,407	9,052
5O	96.3	1,066	1,107	5O	93.9	8,115	8,638
5P	96.4	1,030	1,068	5P	94.3	7,616	8,078
5Q	96.3	1,010	1,049	5Q	93.7	7,419	7,919
5_OFFRD	98.9	2,581	2,611	5_OFFRD	98.0	26,682	27,223
5, ALL	95.7	2,500	2,611	5, ALL	93.9	25,564	27,223
6	99.0	2,585	2,611	6	98.6	26,852	27,223
7A	99.7	2,602	2,611	7A	99.6	27,121	27,223
7B	88.0	2,103	2,390	7B	88.3	23,138	26,198
8A	73.8	1,926	2,611	8A	75.2	20,469	27,223
8B	50.8	1,327	2,611	8B	53.5	14,568	27,223
8C	73.8	1,926	2,611	8C	75.9	20,655	27,223
8D	86.1	2,248	2,611	8D	87.9	23,925	27,223
8E	76.5	1,998	2,611	8E	79.6	21,683	27,223
8F	48.1	1,256	2,611	8F	49.8	13,553	27,223
8, ALL	47.3	1,234	2,611	8, ALL	49.3	13,429	27,223
8, ANY	91.5	2,388	2,611	8, ANY	92.4	25,155	27,223
9,HR	97.2	2,539	2,611	9,HR	97.8	26,617	27,223
9,MIN	97.3	2,540	2,611	9,MIN	97.8	26,619	27,223
10	96.4	2,517	2,611	10	96.0	26,122	27,223
11, 0-9	69.0	1,802	2,611	11, 0-9	69.4	18,889	27,223
11, 10-20	69.2	1,806	2,611	11, 10-20	69.5	18,914	27,223
11, 21+	69.3	1,810	2,611	11, 21+	69.7	18,962	27,223
12	80.7	2,107	2,611	12	81.8	22,279	27,223
13A	98.1	2,561	2,611	13A	97.7	26,609	27,223
13B	97.1	1,716	1,767	13B	97.6	19,300	19,771
14A	93.2	2,433	2,611	14A	93.7	25,514	27,223
14B	89.5	2,337	2,611	14B	90.2	24,550	27,223
15	99.1	2,588	2,611	15	99.0	26,964	27,223
16	98.2	2,563	2,611	16	97.7	26,586	27,223
16,DESC	94.7	124	131				
17	98.9	2,583	2,611	17	98.8	26,894	27,223
18	99.9	2,609	2,611	18	99.9	27,193	27,223
19A	99.3	2,593	2,611	19A	99.2	26,998	27,223
19B	95.1	1,942	2,041	19B	95.7	20,442	21,370

See notes at end of table.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
19C	98.8	2,017	2,041	19C	98.3	21,000	21,370
19C,CATH	91.6	721	787	19C,CATH	91.3	7,399	8,102
19,OTH SPEC	100.0	18	18				
20	94.7	2,473	2,611	20	93.5	25,457	27,223
20, OTH REL	96.1	244	254				
20, OTH SPECMP	93.9	92	98				
20, OTH SPEC	96.7	204	211				
21	97.2	2,539	2,611	21	97.5	26,537	27,223
22A	88.5	1,631	1,842	22A	88.5	14,374	16,241
22B	82.2	1,515	1,842	22B	80.6	13,087	16,241
22C	85.2	1,569	1,842	22C	82.6	13,422	16,241
22D	74.5	1,372	1,842	22D	73.8	11,980	16,241
22E	61.2	1,127	1,842	22E	62.1	10,079	16,241
22E,OTH SPEC	93.8	302	322				
23, FT	96.1	2,509	2,611	23, FT	96.6	26,287	27,223
23, 3/4TIME	95.5	2,493	2,611	23, 3/4TIME	96.1	26,151	27,223
23, HALF	95.6	2,496	2,611	23, HALF	96.2	26,184	27,223
23, QTR	95.4	2,491	2,611	23, QTR	96.3	26,209	27,223
23, LT 1/4	95.3	2,488	2,611	23, LT 1/4	96.1	26,160	27,223
23,TOTAL	97.8	2,554	2,611	23,TOTAL	98.3	26,771	27,223
23, ALL	94.4	2,466	2,611	23, ALL	95.5	25,985	27,223
23, ANY	98.0	2,560	2,611	23, ANY	98.5	26,802	27,223
24A	86.9	2,269	2,611	24A	89.5	24,362	27,223
24B	81.7	2,132	2,611	24B	84.6	23,024	27,223
24C	89.7	2,341	2,611	24C	91.7	24,957	27,223
24D	93.4	2,438	2,611	24D	94.6	25,744	27,223
24E	91.0	2,375	2,611	24E	93.4	25,423	27,223
24F	97.0	2,532	2,611	24F	97.8	26,621	27,223
24, ALL	80.7	2,107	2,611	24, ALL	83.4	22,702	27,223
24, ANY	98.5	2,573	2,611	24, ANY	98.9	26,929	27,223
25	92.2	2,407	2,611	25	93.3	25,412	27,223
26	99.6	2,600	2,611	26	99.6	27,126	27,223
27	98.0	2,559	2,611	27	98.6	26,844	27,223
28A	93.5	999	1,069	28A	92.6	7,957	8,594
28B	93.2	996	1,069	28B	92.2	7,924	8,594
28C	91.4	977	1,069	28C	91.1	7,830	8,594
28D	93.0	994	1,069	28D	92.1	7,919	8,594
28E	93.0	994	1,069	28E	92.1	7,919	8,594
28F	92.7	991	1,069	28F	91.9	7,901	8,594
28, ALL	90.5	967	1,069	28, ALL	90.2	7,752	8,594
28, ANY	93.6	1,001	1,069	28, ANY	93.0	7,988	8,594
29A	93.1	995	1,069	29A	93.4	8,024	8,594
29B	46.2	6	13	29B	10.8	23	208
30A	94.0	1,005	1,069	30A	94.9	8,157	8,594
30B	92.0	503	547	30B	90.2	3,084	3,418
30C	87.8	409	466	30C	86.9	2,286	2,630
31A	98.9	1,057	1,069	31A	98.9	8,501	8,594
31B	91.8	937	1,021	31B	92.2	7,005	7,602
31C	92.2	941	1,021	31C	92.9	7,065	7,602
31D, 4YR	84.4	858	1,016	31D, 4YR	82.3	6,197	7,534
31D, 2YR	80.4	817	1,016	31D, 2YR	79.6	5,995	7,534
31D, TECH	77.0	782	1,016	31D, TECH	76.8	5,783	7,534
32A	93.7	2,446	2,611	32A	93.0	25,320	27,223

See notes at end of table.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
32B	89.9	205	228	32B	87.7	1,322	1,508
33A	93.2	2,434	2,611	33A	92.4	25,142	27,223
33B	92.0	2,309	2,510	33B	90.5	23,159	25,587
33C	90.0	2,258	2,510	33C	88.8	22,715	25,587
34	93.1	2,430	2,611	34	92.3	25,122	27,223
35	93.7	2,446	2,611	35	92.5	25,181	27,223
36A	89.9	1,757	1,954	36A	88.3	16,014	18,129
36B	87.8	1,715	1,954	36B	86.3	15,651	18,129
36C	90.6	1,771	1,954	36C	89.3	16,182	18,129
36D	87.5	1,709	1,954	36D	85.9	15,577	18,129
36E	84.8	1,657	1,954	36E	83.7	15,173	18,129
36F	91.9	1,796	1,954	36F	91.6	16,598	18,129
36G	89.7	1,752	1,954	36G	88.5	16,039	18,129
36G	89.0	1,740	1,954	36G	87.4	15,841	18,129
36, ALL	81.9	1,601	1,954	36, ALL	80.3	14,560	18,129
36, ANY	94.5	1,846	1,954	36, ANY	93.5	16,947	18,129
37A	92.6	2,418	2,611	37A	91.5	24,905	27,223
37B	88.5	2,310	2,611	37B	87.7	23,879	27,223
37C	89.4	2,334	2,611	37C	88.5	24,105	27,223
37D	89.5	2,337	2,611	37D	88.7	24,140	27,223
37E	89.3	2,331	2,611	37E	88.7	24,148	27,223
37, ALL	87.0	2,272	2,611	37, ALL	86.1	23,442	27,223
37, ANY	93.4	2,438	2,611	37, ANY	92.7	25,235	27,223
38A	91.2	2,380	2,611	38A	90.4	24,616	27,223
38B	92.0	2,401	2,611	38B	91.5	24,910	27,223
38C	91.7	2,394	2,611	38C	91.2	24,829	27,223
38D	91.0	2,377	2,611	38D	90.9	24,759	27,223
38E	99.4	2,595	2,611	38E	99.6	27,113	27,223
38, ALL	88.9	2,320	2,611	38, ALL	88.5	24,093	27,223
38, ANY	100.0	2,611	2,611	38, ANY	100.0	27,223	27,223
38E(1)	87.6	169	193	38E(1)	86.3	2,343	2,715
39A	100.0	2,610	2,611	39A	100.0	27,212	27,223
39B	85.2	1,865	2,190	39B	85.9	21,416	24,931
40A	100.0	2,610	2,611	40A	100.0	27,212	27,223
40B	90.7	1,095	1,207	40B	90.3	9,303	10,303
41A	91.8	1,108	1,207	41A	92.5	9,527	10,303
41B	91.5	1,105	1,207	41B	91.3	9,403	10,303
41C	91.5	1,104	1,207	41C	92.0	9,479	10,303
41D	91.4	1,103	1,207	41D	92.0	9,474	10,303
42A	92.2	2,407	2,611	42A	91.2	24,833	27,223
42B	92.3	2,411	2,611	42B	91.3	24,855	27,223
42C	92.7	2,420	2,611	42C	91.8	24,985	27,223
42D	97.7	2,551	2,611	42D	98.0	26,674	27,223
42E	97.4	2,544	2,611	42E	97.8	26,636	27,223
42F	96.9	2,530	2,611	42F	97.5	26,544	27,223
42G	96.9	2,529	2,611	42G	97.4	26,526	27,223
42, ALL	90.9	2,374	2,611	42, ALL	90.2	24,543	27,223
42, ANY	97.9	2,556	2,611	42, ANY	98.1	26,717	27,223
43A	92.1	2,406	2,611	43A	91.4	24,873	27,223
43B	92.0	2,402	2,611	43B	91.3	24,867	27,223
43C	92.1	2,406	2,611	43C	91.4	24,869	27,223
43, ALL	91.4	2,387	2,611	43, ALL	90.9	24,744	27,223
43, ANY	92.6	2,419	2,611	43, ANY	91.7	24,965	27,223

See notes at end of table.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
44A	91.3	2,383	2,611	44A	90.4	24,613	27,223
44B	91.0	2,375	2,611	44B	90.4	24,618	27,223
44C	90.1	2,352	2,611	44C	89.5	24,372	27,223
44D	90.2	2,355	2,611	44D	89.6	24,395	27,223
44E	90.6	2,365	2,611	44E	90.0	24,498	27,223
44F	89.9	2,347	2,611	44F	89.2	24,277	27,223
44G	89.7	2,342	2,611	44G	89.3	24,304	27,223
44H	89.6	2,339	2,611	44H	89.0	24,233	27,223
44I	88.9	2,321	2,611	44I	88.5	24,084	27,223
44J	88.7	2,316	2,611	44J	88.4	24,066	27,223
44, ALL	85.9	2,243	2,611	44, ALL	85.3	23,217	27,223
44, ANY	91.8	2,398	2,611	44, ANY	91.2	24,829	27,223
45A	92.6	2,418	2,611	45A	92.0	25,050	27,223
45B(1)	90.6	1,913	2,111	45B(1)	89.2	17,773	19,925
45B(2)	86.1	1,817	2,111	45B(2)	84.6	16,851	19,925
45B(3)	85.6	1,807	2,111	45B(3)	84.4	16,817	19,925
45B(4)	85.7	1,810	2,111	45B(4)	84.7	16,885	19,925
45B(5)	85.9	1,813	2,111	45B(5)	84.6	16,866	19,925
45B(6)	85.8	1,811	2,111	45B(6)	84.8	16,889	19,925
45B(7)	86.0	1,816	2,111	45B(7)	84.8	16,893	19,925
45B(8)	86.5	1,826	2,111	45B(8)	85.3	16,990	19,925
45B, ALL	84.3	1,779	2,111	45B, ALL	82.6	16,464	19,925
45B, ANY	91.0	1,922	2,111	45B, ANY	90.0	17,938	19,925
46A	88.9	1,877	2,111	46A	87.1	17,364	19,925
46B	84.4	1,781	2,111	46B	82.1	16,349	19,925
46C	85.7	1,809	2,111	46C	83.1	16,565	19,925
46D	85.4	1,802	2,111	46D	82.3	16,406	19,925
46E	85.0	1,794	2,111	46E	82.6	16,458	19,925
46F	85.6	1,807	2,111	46F	82.9	16,509	19,925
46G	85.0	1,794	2,111	46G	82.3	16,393	19,925
46H	84.0	1,774	2,111	46H	81.6	16,253	19,925
46I	83.7	1,767	2,111	46I	80.6	16,057	19,925
46J	85.3	1,801	2,111	46J	82.2	16,376	19,925
46K	85.9	1,813	2,111	46K	83.1	16,555	19,925
46L	84.7	1,789	2,111	46L	82.5	16,447	19,925
46, ALL	79.3	1,674	2,111	46, ALL	77.5	15,439	19,925
46, ANY	91.4	1,929	2,111	46, ANY	89.7	17,875	19,925
47A	90.8	1,916	2,111	47A	89.2	17,775	19,925
47B(1)	82.4	1,684	2,044	47B(1)	81.4	15,353	18,863
47B(2)	84.0	1,717	2,044	47B(2)	82.9	15,629	18,863
47B(3)	84.3	1,724	2,044	47B(3)	83.3	15,712	18,863
47B(4)	87.0	1,779	2,044	47B(4)	85.7	16,163	18,863
47B, ALL	80.2	1,639	2,044	47B, ALL	78.5	14,808	18,863
47B, ANY	89.0	1,819	2,044	47B, ANY	88.2	16,628	18,863
48A	86.7	2,264	2,611	48A	85.9	23,392	27,223
48B	86.2	2,251	2,611	48B	85.3	23,231	27,223
48C	84.7	2,212	2,611	48C	83.9	22,854	27,223
48, ALL	82.2	2,146	2,611	48, ALL	81.7	22,229	27,223
48, ANY	89.0	2,325	2,611	48, ANY	88.1	23,976	27,223
49A	89.4	2,333	2,611	49A	88.4	24,064	27,223
49B	88.7	2,315	2,611	49B	87.7	23,878	27,223
50	88.5	2,310	2,611	50	86.5	23,558	27,223
51	90.3	2,358	2,611	51	89.2	24,285	27,223

See notes at end of table.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
52A	80.5	1,487	1,848	52A	75.6	13,561	17,940
52B	76.4	1,411	1,848	52B	70.9	12,720	17,940
52C	73.2	1,353	1,848	52C	67.3	12,065	17,940
52D	65.9	1,218	1,848	52D	58.9	10,575	17,940
52E	70.9	1,310	1,848	52E	64.3	11,538	17,940
52F	72.8	1,345	1,848	52F	67.3	12,066	17,940
52, ALL	56.9	1,051	1,848	52, ALL	50.1	8,981	17,940
52, ANY	82.4	1,522	1,848	52, ANY	78.2	14,021	17,940
54, LOW	76.0	580	763	54, LOW	69.8	6,480	9,284
54, HIGH	74.8	571	763	54, HIGH	70.3	6,528	9,284
55A	57.6	1,504	2,611	55A	53.3	14,505	27,223
55B	54.4	1,420	2,611	55B	49.2	13,393	27,223
55C	55.9	1,460	2,611	55C	51.5	14,010	27,223
55D	45.7	1,192	2,611				
56A	79.6	2,079	2,611	56A	78.6	21,401	27,223
56B	44.7	151	338	56B	41.3	1,268	3,074
57A	89.9	2,348	2,611	57A	88.9	24,198	27,223
57B	89.5	2,336	2,611	57B	88.3	24,037	27,223
57C	88.2	2,304	2,611	57C	87.3	23,759	27,223
57, ALL	88.1	2,299	2,611	57, ALL	87.0	23,694	27,223
57, ANY	90.0	2,350	2,611	57, ANY	89.0	24,221	27,223
58A	90.2	2,356	2,611	58A	89.4	24,328	27,223
58B	90.3	2,359	2,611	58B	89.4	24,349	27,223
58C	90.0	2,350	2,611	58C	89.3	24,303	27,223
58D	90.0	2,350	2,611	58D	89.3	24,311	27,223
58, ALL	89.5	2,336	2,611	58, ALL	88.8	24,186	27,223
58, ANY	90.5	2,363	2,611	58, ANY	89.6	24,402	27,223
59A	88.7	2,316	2,611	59A	88.1	23,971	27,223
59B	89.0	2,323	2,611	59B	88.6	24,110	27,223
59C	88.5	2,310	2,611	59C	87.9	23,936	27,223
59, ALL	87.7	2,290	2,611	59, ALL	87.2	23,728	27,223
59, ANY	89.5	2,338	2,611	59, ANY	89.0	24,231	27,223
60	89.4	2,334	2,611	60	88.6	24,113	27,223
61A	83.9	198	236	61A	84.5	1,824	2,160
61B	84.7	200	236	61B	85.2	1,840	2,160
61C	85.6	202	236	61C	84.4	1,824	2,160
61D	84.7	200	236	61D	83.9	1,812	2,160
61E	85.2	201	236	61E	85.3	1,843	2,160
61F	85.6	202	236	61F	84.5	1,826	2,160
61G	85.6	202	236	61G	85.8	1,853	2,160
61H	84.3	199	236	61H	85.2	1,840	2,160
61I	84.3	199	236	61I	85.7	1,850	2,160
61J	86.0	203	236	61J	86.0	1,859	2,160
61K	86.0	203	236	61K	86.0	1,857	2,160
61L	83.1	196	236	61L	85.4	1,844	2,160
61, ALL	78.0	184	236	61, ALL	80.6	1,740	2,160
61, ANY	89.0	210	236	61, ANY	87.8	1,896	2,160
62	90.3	2,358	2,611	62	89.2	24,285	27,223
63A	90.3	2,358	2,611	63A	89.0	24,222	27,223
63B	90.0	2,351	2,611	63B	88.9	24,192	27,223
63C	90.1	2,353	2,611	63C	88.8	24,173	27,223
63D	89.9	2,348	2,611	63D	88.5	24,082	27,223
63E	89.7	2,341	2,611	63E	88.1	23,990	27,223

See notes at end of table.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
63F	89.2	2,330	2,611	63F	87.9	23,916	27,223
63G	90.0	2,350	2,611	63G	88.4	24,073	27,223
63H	89.9	2,347	2,611	63H	88.3	24,049	27,223
63I	89.8	2,344	2,611	63I	88.5	24,104	27,223
63J	90.1	2,353	2,611	63J	88.8	24,177	27,223
63K	90.2	2,356	2,611	63K	88.9	24,197	27,223
63, ALL	86.8	2,266	2,611	63, ALL	85.4	23,250	27,223
63, ANY	90.9	2,373	2,611	63, ANY	89.5	24,354	27,223
64A	89.4	2,333	2,611	64A	87.1	23,714	27,223
64B	89.3	2,332	2,611	64B	87.1	23,714	27,223
64C	89.1	2,327	2,611	64C	87.3	23,753	27,223
64, ALL	88.8	2,319	2,611	64, ALL	86.7	23,592	27,223
64, ANY	89.6	2,340	2,611	64, ANY	87.6	23,855	27,223
65A	89.3	2,331	2,611	65A	87.8	23,893	27,223
65B	87.2	2,278	2,611	65B	86.0	23,402	27,223
65C	86.1	2,247	2,611	65C	85.2	23,208	27,223
65D	86.3	2,253	2,611	65D	85.8	23,356	27,223
65E	87.4	2,283	2,611	65E	86.4	23,521	27,223
65F	86.4	2,255	2,611	65F	85.5	23,289	27,223
65G	87.1	2,273	2,611	65G	85.9	23,398	27,223
65, ALL	82.8	2,162	2,611	65, ALL	82.6	22,489	27,223
65, ANY	89.9	2,346	2,611	65, ANY	88.2	24,023	27,223
66	89.7	2,343	2,611	66	88.8	24,177	27,223
67A	84.3	439	521	67A	84.4	5,180	6,138
67B	83.9	437	521	67B	83.5	5,123	6,138
67C	84.8	442	521	67C	85.0	5,215	6,138
67D	84.5	440	521	67D	84.7	5,199	6,138
67E	85.0	443	521	67E	84.7	5,201	6,138
67F	85.0	443	521	67F	85.5	5,248	6,138
67G	84.3	439	521	67G	84.6	5,193	6,138
67H	84.1	438	521	67H	84.5	5,187	6,138
67I	86.8	452	521	67I	88.1	5,409	6,138
67J	87.5	456	521	67J	88.3	5,421	6,138
67K	86.9	453	521	67K	87.8	5,392	6,138
67L	86.6	451	521	67L	87.8	5,390	6,138
67, ALL	79.1	412	521	67, ALL	80.4	4,936	6,138
67, ANY	90.0	469	521	67, ANY	89.3	5,484	6,138
68A, PT	78.1	2,040	2,611	68A, PT	79.6	21,676	27,223
68B, PT	77.9	2,033	2,611	68B, PT	79.3	21,591	27,223
68C, PT	79.9	2,087	2,611	68C, PT	80.2	21,838	27,223
68D, PT	77.7	2,028	2,611	68D, PT	78.9	21,491	27,223
68E, PT	89.3	2,331	2,611	68E, PT	91.9	25,024	27,223
68F, PT	80.1	2,092	2,611	68F, PT	79.9	21,744	27,223
68G(1), PT	85.4	2,229	2,611	68G(1), PT	83.2	22,646	27,223
68G(2), PT	83.7	2,186	2,611	68G(2), PT	82.9	22,579	27,223
68G(3), PT	84.1	2,195	2,611	68G(3), PT	82.9	22,561	27,223
68G(4), PT	83.5	2,180	2,611	68G(4), PT	82.6	22,491	27,223
68G(5), PT	83.4	2,177	2,611	68G(5), PT	82.2	22,364	27,223
68H(1), PT	98.4	2,570	2,611	68H(1), PT	98.7	26,875	27,223
68H(2), PT	89.0	2,323	2,611	68H(2), PT	87.4	23,786	27,223
68H(3), PT	88.5	2,311	2,611	68H(3), PT	86.9	23,658	27,223
68H(4), PT	88.4	2,309	2,611	68H(4), PT	86.8	23,632	27,223
68H(5), PT	89.5	2,336	2,611	68H(5), PT	87.8	23,916	27,223

See notes at end of table.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
68H(6), PT	88.5	2,310	2,611	68H(6), PT	86.8	23,619	27,223
68I, PT	92.1	2,404	2,611	68I, PT	90.0	24,508	27,223
68J, PT	90.4	2,360	2,611	68J, PT	88.4	24,063	27,223
68K, PT	91.7	2,393	2,611	68K, PT	89.1	24,250	27,223
68L, PT	86.6	2,262	2,611	68L, PT	85.9	23,381	27,223
68, PT, ALL	70.0	1,828	2,611	68, PT, ALL	72.1	19,615	27,223
68, PT, ANY	98.9	2,583	2,611	68, PT, ANY	99.1	26,969	27,223
68A, FT	88.1	2,300	2,611	68A, FT	85.7	23,333	27,223
68B, FT	87.4	2,282	2,611	68B, FT	85.2	23,182	27,223
68C, FT	87.9	2,294	2,611	68C, FT	85.7	23,328	27,223
68D, FT	86.8	2,267	2,611	68D, FT	85.6	23,301	27,223
68E, FT	95.1	2,484	2,611	68E, FT	95.1	25,899	27,223
68F, FT	86.9	2,269	2,611	68F, FT	84.9	23,103	27,223
68G(1), FT	87.2	2,278	2,611	68G(1), FT	85.3	23,225	27,223
68G(2), FT	86.1	2,247	2,611	68G(2), FT	84.0	22,877	27,223
68G(3), FT	86.4	2,256	2,611	68G(3), FT	84.4	22,982	27,223
68G(4), FT	86.5	2,258	2,611	68G(4), FT	84.8	23,097	27,223
68G(5), FT	85.5	2,233	2,611	68G(5), FT	83.5	22,719	27,223
68H(1), FT	98.8	2,579	2,611	68H(1), FT	98.9	26,911	27,223
68H(2), FT	90.3	2,357	2,611	68H(2), FT	88.0	23,945	27,223
68H(3), FT	90.4	2,361	2,611	68H(3), FT	88.2	23,999	27,223
68H(4), FT	90.3	2,357	2,611	68H(4), FT	87.9	23,941	27,223
68H(5), FT	90.9	2,373	2,611	68H(5), FT	89.0	24,234	27,223
68H(6), FT	90.3	2,357	2,611	68H(6), FT	87.9	23,936	27,223
68I, FT	90.9	2,374	2,611	68I, FT	89.0	24,219	27,223
68J, FT	90.4	2,360	2,611	68J, FT	88.0	23,963	27,223
68K, FT	90.7	2,369	2,611	68K, FT	88.6	24,130	27,223
68L, FT	89.6	2,340	2,611	68L, FT	87.2	23,749	27,223
68, FT, ALL	75.3	1,966	2,611	68, FT, ALL	74.1	20,186	27,223
68, FT, ANY	99.1	2,587	2,611	68, FT, ANY	99.2	26,997	27,223
69A, YN	91.0	2,375	2,611	69A, YN	89.5	24,367	27,223
69B, YN	91.0	2,376	2,611	69B, YN	89.5	24,354	27,223
69C, YN	90.8	2,372	2,611	69C, YN	89.3	24,317	27,223
69D, YN	90.1	2,353	2,611	69D, YN	88.7	24,156	27,223
69E, YN	89.5	2,337	2,611	69E, YN	88.5	24,093	27,223
69F, YN	90.9	2,374	2,611	69F, YN	89.6	24,390	27,223
69G, YN	89.9	2,348	2,611	69G, YN	88.8	24,170	27,223
69H, YN	90.3	2,357	2,611	69H, YN	88.9	24,204	27,223
69I, YN	90.2	2,355	2,611	69I, YN	89.0	24,232	27,223
69, YN, ALL	87.7	2,289	2,611	69, YN, ALL	86.9	23,665	27,223
69, YN, ANY	91.3	2,385	2,611	69, YN, ANY	89.9	24,474	27,223
69A, PAR	89.7	2,152	2,400	69A, PAR	88.6	21,331	24,082
69B, PAR	89.5	2,116	2,363	69B, PAR	88.4	21,212	23,987
69C, PAR	88.7	1,887	2,127	69C, PAR	88.0	17,665	20,080
69D, PAR	88.2	968	1,097	69D, PAR	85.5	8,020	9,377
69E, PAR	87.7	1,129	1,288	69E, PAR	86.9	11,171	12,858
69F, PAR	88.5	1,994	2,252	69F, PAR	87.3	19,824	22,704
69G, PAR	88.3	867	982	69G, PAR	86.6	8,421	9,729
69H, PAR	89.2	1,110	1,245	69H, PAR	87.6	9,748	11,131
69I, PAR	88.4	920	1,041	69I, PAR	86.0	8,519	9,905
70A	91.0	2,377	2,611	70A	89.7	24,427	27,223
70B	90.8	2,372	2,611	70B	89.7	24,418	27,223
70C	91.5	2,390	2,611	70C	90.1	24,525	27,223

See notes at end of table.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
70D	91.0	2,376	2,611	70D	89.7	24,424	27,223
70E	91.0	2,377	2,611	70E	89.7	24,432	27,223
70F	90.9	2,373	2,611	70F	89.6	24,399	27,223
70G	90.8	2,372	2,611	70G	89.8	24,457	27,223
70H	90.5	2,362	2,611	70H	89.5	24,352	27,223
70, ALL	88.8	2,318	2,611	70, ALL	88.4	24,059	27,223
70, ANY	91.6	2,392	2,611	70, ANY	90.2	24,542	27,223
71A	90.8	2,372	2,611	71A	89.7	24,424	27,223
71B	88.6	1,338	1,510	71B	89.0	11,725	13,174
72A	91.5	2,388	2,611	72A	90.1	24,521	27,223
72B	91.5	2,388	2,611	72B	90.0	24,507	27,223
72C	91.3	2,384	2,611	72C	89.9	24,477	27,223
72D	91.4	2,387	2,611	72D	90.1	24,521	27,223
72E	91.2	2,380	2,611	72E	89.8	24,457	27,223
72F	91.4	2,387	2,611	72F	90.0	24,504	27,223
72G	91.2	2,382	2,611	72G	89.8	24,456	27,223
72, ALL	90.6	2,366	2,611	72, ALL	89.4	24,347	27,223
72, ANY	91.6	2,392	2,611	72, ANY	90.2	24,549	27,223
73A	90.6	2,366	2,611	73A	89.7	24,406	27,223
73B	87.8	596	679	73B	86.3	5,543	6,420
74A	90.2	2,356	2,611	74A	89.3	24,320	27,223
74B	90.2	2,319	2,571	74B	89.4	23,290	26,053
74C	90.0	2,315	2,571	74C	89.1	23,226	26,053
75A	90.3	2,278	2,522	75A	88.9	22,477	25,282
75A,DES	90.9	190	209	75A,DES	89.1	2,134	2,395
75B	89.1	2,292	2,571	75B	87.7	22,860	26,053
75B,DES	85.8	508	592	75B,DES	84.0	5,706	6,789
76A	89.8	2,345	2,611	76A	88.2	24,023	27,223
76B, PK	85.2	832	977	76B, PK	84.0	8,554	10,179
76B, K12	77.4	756	977	76B, K12	76.0	7,738	10,179
76C	87.4	854	977	76C	85.1	8,662	10,179
76D, PK	86.5	474	548	76D, PK	86.4	4,914	5,685
76D, K12	79.0	433	548	76D, K12	76.1	4,325	5,685
77	91.6	2,392	2,611	77	90.8	24,724	27,223
78	78.9	415	526	78	79.0	4,688	5,938
79	85.6	450	526	79	85.5	5,075	5,938
80A	85.6	450	526	80A	85.4	5,071	5,938
80B	83.3	438	526	80B	81.9	4,865	5,938
80C	79.3	417	526	80C	78.5	4,660	5,938
81	85.9	452	526	81	85.5	5,074	5,938
81,DES	92.9	26	28				
82A	89.3	2,331	2,611	82A	88.8	24,179	27,223
82B, ALLDAY	84.6	1,002	1,184	82B, ALLDAY	84.7	9,700	11,450
82B,MOST	85.3	1,010	1,184	82B,MOST	85.0	9,734	11,450
82B, SOME	85.8	1,016	1,184	82B, SOME	85.7	9,815	11,450
82B,LITTLE	85.5	1,012	1,184	82B,LITTLE	85.3	9,767	11,450
82B, ALL	83.7	991	1,184	82B, ALL	83.9	9,606	11,450
82B, ANY	86.3	1,022	1,184	82B, ANY	86.1	9,855	11,450
83A	90.8	2,371	2,611	83A	90.2	24,552	27,223
83B	87.5	406	464	83B	88.1	3,208	3,642
84A	87.7	407	464	84A	88.8	3,236	3,642
84B	87.1	404	464	84B	88.2	3,213	3,642
84C	83.2	386	464	84C	85.0	3,095	3,642

See notes at end of table.

Table C-21. Item response rates for the Private School Questionnaire (SASS-3B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
84D	86.6	402	464	84D	88.1	3,208	3,642
84E	86.6	402	464	84E	88.2	3,212	3,642
84F	84.3	391	464	84F	86.7	3,159	3,642
84G	85.1	395	464	84G	87.0	3,168	3,642
84, ALL	82.1	381	464	84, ALL	84.0	3,061	3,642
84, ANY	88.4	410	464	84, ANY	89.3	3,252	3,642
85	90.1	418	464	85	89.6	3,263	3,642
86A	89.3	217	243	86A	85.3	1,258	1,475
86B	87.2	212	243	86B	84.1	1,241	1,475
86C	89.3	217	243	86C	85.6	1,263	1,475
86, ALL	86.8	211	243	86, ALL	83.3	1,229	1,475
86, ANY	90.1	219	243	86, ANY	86.3	1,272	1,475
87A	89.7	218	243	87A	86.3	1,274	1,475
87B	86.8	211	243	87B	84.0	1,239	1,475
87C	90.1	219	243	87C	86.9	1,282	1,475
87, ALL	86.4	210	243	87, ALL	83.8	1,235	1,475
87, ANY	90.5	220	243	87, ANY	87.1	1,285	1,475
88A	87.9	408	464	88A	88.0	3,207	3,642
88B	85.6	397	464	88B	86.2	3,140	3,642
88C	88.1	409	464	88C	88.2	3,213	3,642
88, ALL	84.9	394	464	88, ALL	85.3	3,108	3,642
88, ANY	89.4	415	464	88, ANY	89.6	3,263	3,642
89A	89.7	416	464	89A	90.3	3,288	3,642
89B	89.7	416	464	89B	90.5	3,295	3,642
89C	89.4	415	464	89C	90.1	3,281	3,642
90	70.8	1,849	2,611				
91	0.0	0	2,611				

NOTE: SASS-3B is the Private School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000, preliminary response rate file.

Table C-22. Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
2A	100.0	116	116				
2B	100.0	116	116				
2C	100.0	116	116				
2D	100.0	116	116				
3B	100.0	116	116				
5	100.0	116	116	5	100.0	120	120
6A	100.0	116	116	6A	100.0	120	120
6B	100.0	116	116	6B	100.0	120	120
7	82.8	96	116	7	82.8	99	120
8A	93.1	108	116	8A	93.1	112	120
8B	96.6	112	116	8B	96.6	116	120
8C	96.6	112	116	8C	96.5	116	120
8D	98.3	114	116	8D	98.3	118	120
8E	96.6	112	116	8E	96.6	116	120
8F	100.0	116	116	8F	100.0	120	120
8, ALL	93.1	108	116	8, ALL	93.1	112	120
8, ANY	100.0	116	116	8, ANY	100.0	120	120
9,HR	97.4	113	116	9,HR	97.4	117	120
9,MIN	97.4	113	116	9,MIN	97.4	117	120
9B	95.7	111	116	9B	95.7	115	120
10,0-9	66.4	77	116	10,0-9	66.5	80	120
10,10-20	65.5	76	116	10,10-20	65.6	79	120
10,21+	62.9	73	116	10,21+	63.0	76	120
10B	78.4	91	116	10B	78.3	94	120
11A	97.4	113	116	11A	97.4	117	120
11B	97.4	113	116	11B	97.4	117	120
12	100.0	116	116	12	100.0	120	120
12,DES	66.7	4	6				
13	100.0	116	116	13	100.0	120	120
14	100.0	116	116	14	100.0	120	120
15A	95.2	80	84	15A	95.1	83	87
15B	97.6	82	84	15B	97.6	85	87
15C	97.6	82	84	15C	97.6	85	87
15D	97.6	82	84	15D	97.6	85	87
15E	97.6	82	84	15E	97.6	85	87
15F	97.6	82	84	15F	97.6	85	87
15G	97.6	82	84	15G	97.6	85	87
15H	100.0	84	84	15H	100.0	87	87
15, ALL	95.2	80	84	15, ALL	95.1	83	87
15, ANY	100.0	84	84	15, ANY	100.0	87	87
16A	99.1	115	116	16A	99.2	119	120
16B	100.0	116	116	16B	100.0	120	120
16C	99.1	115	116	16C	99.2	119	120
16D	99.1	115	116	16D	99.2	119	120
16E	99.1	115	116	16E	99.2	119	120
16F	99.1	115	116	16F	99.2	119	120
16G	99.1	115	116	16G	99.2	119	120
16, ALL	99.1	115	116	16, ALL	99.2	119	120
16, ANY	100.0	116	116	16, ANY	100.0	120	120
17A	100.0	116	116	17A	100.0	120	120
17B	100.0	116	116	17B	100.0	120	120
17C	100.0	116	116	17C	100.0	120	120

See notes at end of table.

Table C-22. Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
17, ALL	100.0	116	116	17, ALL	100.0	120	120
17, ANY	100.0	116	116	17, ANY	100.0	120	120
18	100.0	116	116	18	100.0	120	120
19A	100.0	116	116	19A	100.0	120	120
19B(1)	100.0	116	116	19B(1)	100.0	120	120
19B(2)	100.0	116	116	19B(2)	100.0	120	120
19B(3)	98.3	114	116	19B(3)	98.2	118	120
19B(4)	100.0	116	116	19B(4)	100.0	120	120
19B(5)	99.1	115	116	19B(5)	99.1	119	120
19B, ALL	98.3	114	116	19B, ALL	98.2	118	120
19B, ANY	100.0	116	116	19B, ANY	100.0	120	120
20A	99.1	115	116	20A	99.2	119	120
20B	98.3	114	116	20B	98.2	118	120
20C	99.1	115	116	20C	99.2	119	120
20D	99.1	115	116	20D	99.2	119	120
20E	99.1	115	116	20E	99.2	119	120
20, ALL	98.3	114	116	20, ALL	98.2	118	120
20, ANY	99.1	115	116	20, ANY	99.2	119	120
21A	97.4	113	116	21A	97.3	117	120
21B	98.3	114	116	21B	98.2	118	120
21C	99.1	115	116	21C	99.2	119	120
21D	97.4	113	116	21D	97.4	117	120
21E	98.3	114	116	21E	98.3	118	120
21, ALL	96.6	112	116	21, ALL	96.5	116	120
21, ANY	99.1	115	116	21, ANY	99.2	119	120
21E(1)	100.0	6	6	21E(1)	100.0	6	6
22A	100.0	116	116	22A	100.0	120	120
22B	85.8	91	106	22B	85.9	94	109
23A	98.3	114	116	23A	98.3	118	120
23B	94.1	32	34	23B	94.0	35	37
24A	94.1	32	34	24A	94.0	35	37
24B	94.1	32	34	24B	94.0	35	37
24C	94.1	32	34	24C	94.0	35	37
24D	94.1	32	34	24D	94.0	35	37
24, ALL	94.1	32	34	24, ALL	94.0	35	37
24, ANY	94.1	32	34	24, ANY	94.0	35	37
25	100.0	34	34	25	100.0	37	37
26A	93.8	30	32	26A	93.6	33	35
26B	90.6	29	32	26B	90.5	31	35
26C	84.4	27	32	26C	84.2	29	35
26D	90.6	29	32	26D	90.5	31	35
26E	90.6	29	32	26E	90.5	31	35
26F	87.5	28	32	26F	87.4	30	35
26, ALL	84.4	27	32	26, ALL	84.2	29	35
26, ANY	93.8	30	32	26, ANY	93.6	33	35
27	90.6	29	32	27	90.6	32	35
27, YRS		0	0	27, YRS		0	0
28A	93.8	30	32	28A	93.6	33	35
28B	100.0	1	1	28B	100.0	1	1
28C		0	0	28C		0	0
29	93.8	30	32	29	93.6	33	35
30A	100.0	32	32	30A	100.0	35	35
30B	86.7	26	30	30B	86.6	28	33

See notes at end of table.

Table C-22. Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
30C,4YR	60.0	18	30	30C,4YR	59.7	19	33
30C,2YR	66.7	20	30	30C,2YR	66.5	22	33
30C,TECH	60.0	18	30	30C,TECH	59.8	20	33
31A,PT	81.0	94	116	31A,PT	80.9	97	120
31B,PT	81.0	94	116	31B,PT	80.9	97	120
31C,PT	81.9	95	116	31C,PT	81.7	98	120
31D,PT	85.3	99	116	31D,PT	85.2	102	120
31E,PT	83.6	97	116	31E,PT	83.5	100	120
31F(1),PT	96.6	112	116	31F(1),PT	96.5	116	120
31F(2),PT	95.7	111	116	31F(2),PT	95.6	115	120
31F(3),PT	94.8	110	116	31F(3),PT	94.8	114	120
31F(4),PT	95.7	111	116	31F(4),PT	95.7	115	120
31F(5),PT	94.0	109	116	31F(5),PT	93.9	113	120
31G,PT	95.7	111	116	31G,PT	95.6	115	120
31H(1),PT	98.3	114	116	31H(1),PT	98.2	118	120
31H(2),PT	99.1	115	116	31H(2),PT	99.2	119	120
31H(3),PT	93.1	108	116	31H(3),PT	93.2	112	120
31H(4),PT	94.0	109	116	31H(4),PT	94.0	113	120
31H(5),PT	94.8	110	116	31H(5),PT	94.7	114	120
31H(6),PT	93.1	108	116	31H(6),PT	93.0	112	120
31I,PT	98.3	114	116	31I,PT	98.2	118	120
31J,PT	98.3	114	116	31J,PT	98.3	118	120
31K,PT	100.0	116	116	31K,PT	100.0	120	120
31L,PT	91.4	106	116	31L,PT	91.2	109	120
31,PT, ALL	70.7	82	116	31,PT, ALL	70.5	85	120
31,PT, ANY	100.0	116	116	31,PT, ANY	100.0	120	120
31A,FT	96.6	112	116	31A,FT	96.6	116	120
31B,FT	97.4	113	116	31B,FT	97.5	117	120
31C,FT	94.0	109	116	31C,FT	93.9	113	120
31D,FT	97.4	113	116	31D,FT	97.5	117	120
31E,FT	98.3	114	116	31E,FT	98.3	118	120
31F(1),FT	96.6	112	116	31F(1),FT	96.6	116	120
31F(2),FT	95.7	111	116	31F(2),FT	95.7	115	120
31F(3),FT	95.7	111	116	31F(3),FT	95.7	115	120
31F(4),FT	99.1	115	116	31F(4),FT	99.2	119	120
31F(5),FT	96.6	112	116	31F(5),FT	96.6	116	120
31G,FT	92.2	107	116	31G,FT	92.2	111	120
31H(1),FT	99.1	115	116	31H(1),FT	99.1	119	120
31H(2),FT	98.3	114	116	31H(2),FT	98.3	118	120
31H(3),FT	94.0	109	116	31H(3),FT	94.1	113	120
31H(4),FT	98.3	114	116	31H(4),FT	98.3	118	120
31H(5),FT	98.3	114	116	31H(5),FT	98.3	118	120
31H(6),FT	98.3	114	116	31H(6),FT	98.3	118	120
31I,FT	99.1	115	116	31I,FT	99.2	119	120
31(J),FT	100.0	116	116	31(J),FT	100.0	120	120
31K,FT	100.0	116	116	31K,FT	100.0	120	120
31L,FT	100.0	116	116	31L,FT	100.0	120	120
31,FT, ALL	81.0	94	116	31,FT, ALL	81.0	97	120
31,FT, ANY	100.0	116	116	31,FT, ANY	100.0	120	120
32A	79.3	92	116	32A	79.1	95	120
32B	94.8	110	116	32B	94.8	114	120
32C	88.8	103	116	32C	88.8	107	120
32D	92.2	107	116	32D	92.1	110	120

See notes at end of table.

Table C-22. Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
32E	74.1	86	116	32E	73.9	89	120
32F	77.6	90	116	32F	77.3	93	120
32, ALL	70.7	82	116	32, ALL	70.4	84	120
32, ANY	99.1	115	116	32, ANY	99.1	119	120
33	90.5	105	116	33	90.4	109	120
34A	100.0	116	116	34A	100.0	120	120
34B	98.3	114	116	34B	98.3	118	120
34C	99.1	115	116	34C	99.2	119	120
34D	98.3	114	116	34D	98.3	118	120
34E	99.1	115	116	34E	99.2	119	120
34F	99.1	115	116	34F	99.2	119	120
34G	99.1	115	116	34G	99.2	119	120
34H	94.8	110	116	34H	94.9	114	120
34I	94.8	110	116	34I	94.9	114	120
34, ALL	93.1	108	116	34, ALL	93.2	112	120
34, ANY	100.0	116	116	34, ANY	100.0	120	120
35A	100.0	116	116	35A	100.0	120	120
35B(1)	96.9	93	96	35B(1)	96.9	97	100
35B(2)	95.8	92	96	35B(2)	95.9	95	100
35B(3)	94.8	91	96	35B(3)	94.9	94	100
35B(4)	96.9	93	96	35B(4)	96.9	96	100
35B(5)	95.8	92	96	35B(5)	95.9	95	100
35B(6)	97.9	94	96	35B(6)	98.0	98	100
35B(7)	96.9	93	96	35B(7)	96.9	97	100
35B(8)	97.9	94	96	35B(8)	98.0	98	100
35B, ALL	92.7	89	96	35B, ALL	92.8	92	100
35B, ANY	99.0	95	96	35B, ANY	99.0	99	100
36A	99.0	95	96	36A	98.9	98	100
36B	97.9	94	96	36B	97.9	97	100
36C	90.6	87	96	36C	90.8	90	100
36D	92.7	89	96	36D	92.7	92	100
36E	94.8	91	96	36E	94.8	94	100
36F	93.8	90	96	36F	93.8	93	100
36G	93.8	90	96	36G	93.8	93	100
36H	92.7	89	96	36H	92.7	92	100
36I	92.7	89	96	36I	92.7	92	100
36J	92.7	89	96	36J	92.7	92	100
36K	94.8	91	96	36K	94.8	94	100
36L	94.8	91	96	36L	94.8	94	100
36, ALL	88.5	85	96	36, ALL	88.6	88	100
36, ANY	99.0	95	96	36, ANY	98.9	98	100
37A	99.0	95	96	37A	98.9	98	100
37B(1)	83.0	73	88	37B(1)	82.9	76	91
37B(2)	80.7	71	88	37B(2)	80.6	74	91
37B(3)	78.4	69	88	37B(3)	78.2	71	91
37B(4)	78.4	69	88	37B(4)	78.2	71	91
37, ALL	72.7	64	88	37, ALL	72.6	66	91
37, ANY	90.9	80	88	37, ANY	90.7	83	91
38A	96.6	112	116	38A	96.5	116	120
38B	92.2	107	116	38B	92.3	111	120
38C	95.7	111	116	38C	95.6	115	120
38, ALL	91.4	106	116	38, ALL	91.3	110	120
38, ANY	97.4	113	116	38, ANY	97.4	117	120

See notes at end of table.

Table C-22. Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
39A	97.4	113	116	39A	97.3	117	120
39B	96.6	112	116	39B	96.4	116	120
40	98.3	114	116	40	98.2	118	120
41	97.4	113	116	41	97.4	117	120
42A	82.0	91	111	42A	82.1	94	115
42B	80.2	89	111	42B	80.2	92	115
42C	78.4	87	111	42C	78.4	90	115
42D	80.2	89	111	42D	80.3	92	115
42E	78.4	87	111	42E	78.4	90	115
42F	78.4	87	111	42F	78.5	90	115
42, ALL	73.0	81	111	42, ALL	73.0	84	115
42, ANY	83.8	93	111	42, ANY	83.9	96	115
44, LOW	100.0	5	5	44, LOW	100.0	5	5
44, HIGH	100.0	5	5	44, HIGH	100.0	5	5
45A	71.6	83	116	45A	71.7	86	120
45B	69.8	81	116	45B	70.0	84	120
45C	70.7	82	116	45C	70.8	85	120
45D	71.6	83	116	45D	71.6	86	120
46	92.2	107	116	46	92.3	111	120
47	76.9	20	26	47	76.8	21	27
48A	98.3	114	116	48A	98.3	118	120
48B	98.3	114	116	48B	98.3	118	120
48C	98.3	114	116	48C	98.3	118	120
48, ALL	98.3	114	116	48, ALL	98.3	118	120
48, ANY	98.3	114	116	48, ANY	98.3	118	120
49A	98.3	114	116	49A	98.3	118	120
49B	99.1	115	116	49B	99.2	119	120
49C	99.1	115	116	49C	99.2	119	120
49, ALL	98.3	114	116	49, ALL	98.3	118	120
49, ANY	99.1	115	116	49, ANY	99.2	119	120
50A	97.4	113	116	50A	97.4	117	120
50B	98.3	114	116	50B	98.2	118	120
50C	98.3	114	116	50C	98.2	118	120
50, ALL	97.4	113	116	50, ALL	97.4	117	120
50, ANY	98.3	114	116	50, ANY	98.2	118	120
51A	99.1	115	116	51A	99.1	119	120
51B(1)	100.0	12	12	51B(1)	100.0	12	12
51B(2)	100.0	12	12	51B(2)	100.0	12	12
51B(3)	100.0	12	12	51B(3)	100.0	12	12
51B(4)	100.0	12	12	51B(4)	100.0	12	12
51B(5)	100.0	12	12	51B(5)	100.0	12	12
51B(6)	100.0	12	12	51B(6)	100.0	12	12
51B(7)	91.7	11	12	51B(7)	91.8	11	12
51B(8)	91.7	11	12	51B(8)	91.8	11	12
51B(9)	100.0	12	12	51B(9)	100.0	12	12
51B(10)	91.7	11	12	51B(10)	91.8	11	12
51B(11)	100.0	12	12	51B(11)	100.0	12	12
51B(12)	100.0	12	12	51B(12)	100.0	12	12
51, ALL	83.3	10	12	51, ALL	83.7	10	12
51, ANY	100.0	12	12	51, ANY	100.0	12	12
52A	99.1	115	116	52A	99.1	119	120
52B(1)	98.4	63	64	52B(1)	98.3	65	66
52B(2)	98.4	63	64	52B(2)	98.3	65	66

See notes at end of table.

Table C-22. Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
52B(3)	96.9	62	64	52B(3)	96.8	64	66
52B(4)	95.3	61	64	52B(4)	95.3	63	66
52B(5)	98.4	63	64	52B(5)	98.3	65	66
52B(6)	98.4	63	64	52B(6)	98.3	65	66
52B(7)	95.3	61	64	52B(7)	95.3	63	66
52B(8)	96.9	62	64	52B(8)	96.8	64	66
52B(9)	98.4	63	64	52B(9)	98.3	65	66
52B(10)	93.8	60	64	52B(10)	93.6	62	66
52B(11)	96.9	62	64	52B(11)	96.8	64	66
52B(12)	95.3	61	64	52B(12)	95.3	63	66
52B, ALL	89.1	57	64	52B, ALL	88.9	59	66
52B, ANY	100.0	64	64	52B, ANY	100.0	66	66
53A	98.3	114	116	53A	98.2	118	120
53B	98.3	114	116	53B	98.2	118	120
53C	98.3	114	116	53C	98.2	118	120
53, ALL	98.3	114	116	53, ALL	98.2	118	120
53, ANY	98.3	114	116	53, ANY	98.2	118	120
54A	95.7	111	116	54A	95.7	115	120
54B	93.1	108	116	54B	93.1	112	120
54C	94.8	110	116	54C	94.8	114	120
54D	95.7	111	116	54D	95.7	115	120
54E	96.6	112	116	54E	96.4	116	120
54F	97.4	113	116	54F	97.3	117	120
54G	96.6	112	116	54G	96.5	116	120
54H	94.8	110	116	54H	94.7	114	120
54, ALL	90.5	105	116	54, ALL	90.5	109	120
54, ANY	98.3	114	116	54, ANY	98.2	118	120
55A,YN	97.4	113	116	55A,YN	97.4	117	120
55B,YN	98.3	114	116	55B,YN	98.2	118	120
55C,YN	98.3	114	116	55C,YN	98.2	118	120
55D,YN	98.3	114	116	55D,YN	98.2	118	120
55E,YN	98.3	114	116	55E,YN	98.2	118	120
55F,YN	98.3	114	116	55F,YN	98.2	118	120
55G,YN	98.3	114	116	55G,YN	98.2	118	120
55H,YN	98.3	114	116	55H,YN	98.2	118	120
55H,YN	98.3	114	116	55H,YN	98.2	118	120
55,YN, ALL	97.4	113	116	55,YN, ALL	97.4	117	120
55,YN, ANY	98.3	114	116	55,YN, ANY	98.2	118	120
55A,PAR	96.1	99	103	55A,PAR	96.1	102	106
55B,PAR	97.3	107	110	55B,PAR	97.2	111	114
55C,PAR	97.9	92	94	55C,PAR	97.9	95	97
55D,PAR	97.5	79	81	55D,PAR	97.5	81	84
55E,PAR	95.0	57	60	55E,PAR	95.0	59	62
55F,PAR	96.8	91	94	55F,PAR	96.8	94	97
55G,PAR	96.8	61	63	55G,PAR	96.7	63	65
55H,PAR	94.0	63	67	55H,PAR	94.0	65	69
55I,PAR	100.0	35	35	55I,PAR	100.0	36	36
56A	99.1	115	116	56A	99.1	119	120
56B	99.1	115	116	56B	99.1	119	120
56C	99.1	115	116	56C	99.1	119	120
56D	98.3	114	116	56D	98.2	118	120
56E	99.1	115	116	56E	99.1	119	120
56F	99.1	115	116	56F	99.1	119	120

See notes at end of table.

Table C-22. Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
56G	99.1	115	116	56G	99.1	119	120
56H	99.1	115	116	56H	99.1	119	120
56, ALL	98.3	114	116	56, ALL	98.2	118	120
56, ANY	99.1	115	116	56, ANY	99.1	119	120
57A	99.1	115	116	57A	99.1	119	120
57B	98.1	101	103	57B	98.0	105	107
58A	100.0	116	116	58A	100.0	120	120
58B	100.0	116	116	58B	100.0	120	120
58C	100.0	116	116	58C	100.0	120	120
58D	100.0	116	116	58D	100.0	120	120
58E	100.0	116	116	58E	100.0	120	120
58F	99.1	115	116	58F	99.2	119	120
58G	99.1	115	116	58G	99.2	119	120
58, ALL	98.3	114	116	58, ALL	98.3	118	120
58, ANY	100.0	116	116	58, ANY	100.0	120	120
59A	99.1	115	116	59A	99.1	119	120
59B	95.6	65	68	59B	95.6	67	70
60A	94.0	109	116	60A	93.9	113	120
60B	98.3	114	116	60B	98.2	118	120
60C	94.8	110	116	60C	94.8	114	120
61A	98.2	112	114	61A	98.2	116	118
61A,DES	90.5	19	21				
61B	97.4	113	116	61B	97.4	117	120
61B,DES	97.4	38	39				
62A	97.4	113	116	62A	97.5	117	120
62B,PK	93.8	106	113	62B,PK	93.7	109	117
62B,K12	85.8	97	113	62B,K12	85.9	100	117
62C	94.7	107	113	62C	94.7	111	117
62D,PK	93.6	103	110	62D,PK	93.6	106	114
62D,K12	85.5	94	110	62D,K12	85.4	97	114
63A	94.8	110	116	63A	94.8	114	120
63B	94.6	106	112	63B	94.6	109	116
64A	100.0	1	1	64A	100.0	1	1
64B	100.0	1	1	64B	100.0	1	1
64C(1)	100.0	1	1	64C(1)	100.0	1	1
64C(2)	100.0	1	1	64C(2)	100.0	1	1
64C(3)	100.0	1	1	64C(3)	100.0	1	1
64D,TEACHERS	100.0	1	1	64D,TEACHERS	100.0	1	1
64D, AIDES	100.0	1	1	64D, AIDES	100.0	1	1
65A	92.2	107	116	65A	92.1	111	120
65B, ALLDAY	87.0	100	115	65B, ALLDAY	86.8	103	119
65B,MOST	87.0	100	115	65B,MOST	86.8	103	119
65B,SOME	87.0	100	115	65B,SOME	86.8	103	119
65B,LITTLE	91.3	105	115	65B,LITTLE	91.1	108	119
66A	94.0	109	116	66A	93.9	113	120
66B	88.0	66	75	66B	87.8	68	77
67A	96.0	72	75	67A	95.9	74	77
67B	93.3	70	75	67B	93.3	72	77
67C	93.3	70	75	67C	93.3	72	77
67D	89.3	67	75	67D	89.4	69	77
67E	90.7	68	75	67E	90.7	70	77
67F	90.7	68	75	67F	90.7	70	77
67G	94.7	71	75	67G	94.6	73	77

See notes at end of table.

Table C-22. Item response rates for the Indian School Questionnaire (SASS-3C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
67, ALL	88.0	66	75	67, ALL	88.0	68	77
67, ANY	96.0	72	75	67, ANY	95.9	74	77
68A	94.7	71	75	68A	94.5	73	77
68B(1)	95.6	65	68	68B(1)	95.5	67	70
68B(2)	95.6	65	68	68B(2)	95.5	67	70
68B(3)	94.1	64	68	68B(3)	94.1	66	70
68C(1)	92.6	63	68	68C(1)	92.6	65	70
68C(2)	92.6	63	68	68C(2)	92.6	65	70
68C(3)	94.1	64	68	68C(3)	94.1	66	70
69A	93.3	70	75	69A	93.3	72	77
69B	94.7	71	75	69B	94.6	73	77
69C	96.0	72	75	69C	95.9	74	77
69, ALL	93.3	70	75	69, ALL	93.3	72	77
69, ANY	96.0	72	75	69, ANY	95.9	74	77
70A	96.0	72	75	70A	95.9	74	77
70B	96.0	72	75	70B	95.9	74	77
70C	94.7	71	75	70C	94.6	73	77
70, ALL	94.7	71	75	70, ALL	94.6	73	77
70, ANY	96.0	72	75	70, ANY	95.9	74	77
71A	97.4	113	116	71A	97.3	117	120
71B	100.0	3	3	71B	100.0	3	3
72A	100.0	3	3	72A	100.0	3	3
72B		0	0	72B		0	0
73	88.8	103	116				
74	95.7	111	116				

NOTE: SASS-3C is the Indian School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Survey,” 1999–2000, preliminary response rate file.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
2A	100.0	870	870				
2B	100.0	870	870				
2C	100.0	870	870				
2D	100.0	870	870				
2E	100.0	870	870				
5	100.0	870	870	5	100.0	1,010	1,010
6A	99.4	865	870	6A	99.4	1,004	1,010
6B	97.4	847	870	6B	97.4	983	1,010
7A	97.0	844	870	7A	97.0	980	1,010
7B	87.0	47	54	7B	86.8	55	64
8A	87.0	47	54	8A	86.6	55	64
8B	80.0	24	30	8B	79.7	28	35
9	88.9	773	870	9	88.9	898	1,010
10A	74.3	646	870	10A	74.4	751	1,010
10B	73.1	636	870	10B	73.2	740	1,010
10C	74.9	652	870	10C	75.1	758	1,010
10D	83.2	724	870	10D	83.2	840	1,010
10E	83.2	724	870	10E	83.3	841	1,010
10F	100.0	870	870	10F	100.0	1,010	1,010
10, ALL	71.4	621	870	10, ALL	71.5	722	1,010
10, ANY	100.0	870	870	10, ANY	100.0	1,010	1,010
11A, HR	95.6	832	870	11A, HR	95.7	966	1,010
11A, MIN	95.6	832	870	11A, MIN	95.7	966	1,010
11B	95.7	833	870	11B	95.8	968	1,010
12, 0-9	62.8	546	870	12, 0-9	62.8	634	1,010
12, 10-20	62.8	546	870	12, 10-20	62.8	634	1,010
12, 21+	63.3	551	870	12, 21+	63.3	639	1,010
12B	80.1	697	870	12B	80.0	808	1,010
13A	94.5	822	870	13A	94.5	954	1,010
13B	83.9	730	870	13B	83.8	847	1,010
14A	92.0	800	870	14A	91.9	928	1,010
14B	85.7	746	870	14B	85.7	865	1,010
14C	82.3	716	870	14C	82.3	831	1,010
14D	79.7	693	870	14D	79.7	805	1,010
14, DES	94.0	316	336				
15, MONTH	86.4	752	870	15, MONTH	86.4	873	1,010
15, YEAR	94.4	821	870	15, YEAR	94.3	953	1,010
15B	97.0	844	870	15B	97.0	980	1,010
15B, DES	91.7	11	12				
16	97.9	852	870	16	97.9	989	1,010
17, MONTH	94.3	820	870	17, MONTH	94.3	952	1,010
17, YEAR	96.4	839	870	17, YEAR	96.4	974	1,010
18A, YN	95.4	830	870	18A, YN	95.4	964	1,010
18B, YN	92.8	807	870	18B, YN	92.7	937	1,010
18C, YN	93.6	814	870	18C, YN	93.5	944	1,010
18D, YN	92.8	807	870	18D, YN	92.7	937	1,010
18E, YN	92.5	805	870	18E, YN	92.5	934	1,010
18F, YN	94.0	818	870	18F, YN	94.0	949	1,010
18G, YN	93.6	814	870	18G, YN	93.5	945	1,010
18H, YN	93.0	809	870	18H, YN	93.0	939	1,010
18I, YN	94.0	818	870	18I, YN	94.0	949	1,010
18J, YN	92.9	808	870	18J, YN	92.8	937	1,010
18K, YN	93.8	816	870	18K, YN	93.7	947	1,010

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
18L, YN	93.3	812	870	18L, YN	93.3	942	1,010
18M, YN	92.2	802	870	18M, YN	92.1	931	1,010
18N, YN	91.4	795	870	18N, YN	91.3	923	1,010
18O, YN	43.4	378	870	18O, YN	43.4	438	1,010
18, YN, ALL	39.0	339	870	18, YN, ALL	38.9	393	1,010
18, YN, ANY	96.8	842	870	18, YN, ANY	96.8	978	1,010
18A,IMP	89.9	304	338	18A,IMP	89.9	353	392
18B,IMP	88.8	302	340	18B,IMP	88.8	350	394
18C,IMP	89.3	293	328	18C,IMP	89.4	341	381
18D,IMP	88.5	345	390	18D,IMP	88.5	399	451
18E,IMP	87.9	334	380	18E,IMP	87.8	386	440
18F,IMP	86.6	258	298	18F,IMP	86.6	299	345
18G,IMP	82.5	127	154	18G,IMP	82.6	148	179
18H,IMP	86.7	144	166	18H,IMP	86.8	168	193
18I,IMP	84.5	197	233	18I,IMP	84.7	230	272
18J,IMP	88.0	336	382	18J,IMP	88.1	390	443
18K,IMP	86.0	251	292	18K,IMP	86.1	291	339
18L,IMP	86.0	252	293	18L,IMP	86.2	294	341
18M,IMP	85.1	222	261	18M,IMP	85.1	258	303
18N,IMP	82.5	175	212	18N,IMP	82.7	205	247
18O,IMP	70.6	60	85	18O,IMP	70.8	70	98
19	98.0	853	870	19	98.1	990	1,010
19, DES	0.0	0	201				
20A	97.6	849	870	20A	97.6	986	1,010
20B	88.4	107	121	20B	88.8	126	142
20C	93.4	113	121	20C	93.5	133	142
20C, DES	0.0	0	6				
21	98.0	853	870	21	98.0	990	1,010
22A	97.6	849	870	22A	97.6	986	1,010
22B	98.2	107	109	22B	98.1	125	127
22C	96.3	105	109	22C	96.2	122	127
23	98.3	855	870	23	98.3	993	1,010
24A	90.3	205	227	24A	90.3	240	265
24B	89.0	202	227	24B	89.2	237	265
24C	89.9	204	227	24C	89.9	238	265
24D	91.2	207	227	24D	91.3	242	265
24E	95.2	216	227	24E	95.3	253	265
24F	96.9	220	227	24F	97.0	257	265
24G	95.2	216	227	24G	95.2	252	265
24, ALL	85.0	193	227	24, ALL	85.2	226	265
24, ANY	97.8	222	227	24, ANY	97.9	259	265
25A	97.6	849	870	25A	97.6	986	1,010
25B	96.8	842	870	25B	96.8	978	1,010
25C	96.6	840	870	25C	96.6	975	1,010
25D	96.4	839	870	25D	96.5	974	1,010
25E	96.4	839	870	25E	96.5	974	1,010
25F	97.8	851	870	25F	97.8	988	1,010
25G	97.0	844	870	25G	97.0	980	1,010
25, ALL	94.9	826	870	25, ALL	94.9	959	1,010
25, ANY	98.4	856	870	25, ANY	98.4	994	1,010
26A	96.8	842	870	26A	96.8	978	1,010
26B	96.6	840	870	26B	96.6	976	1,010
26C	98.3	855	870	26C	98.3	993	1,010

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
26, ALL	95.6	832	870	26, ALL	95.7	966	1,010
26, ANY	98.5	857	870	26, ANY	98.5	995	1,010
27A	97.2	846	870	27A	97.3	982	1,010
27B(1)	96.9	784	809	27B(1)	96.9	910	939
27B(2)	96.3	779	809	27B(2)	96.3	904	939
27B(3)	94.6	765	809	27B(3)	94.5	888	939
27B(4)	95.1	769	809	27B(4)	95.0	893	939
27B(5)	93.7	758	809	27B(5)	93.7	880	939
27B(6)	93.7	758	809	27B(6)	93.7	880	939
27B(7)	93.7	758	809	27B(7)	93.7	880	939
27B(8)	93.2	754	809	27B(8)	93.2	875	939
27B(9)	94.9	768	809	27B(9)	94.9	892	939
27B, ALL	89.0	720	809	27B, ALL	89.0	836	939
27B, ANY	96.9	784	809	27B, ANY	96.9	910	939
27C(1)	96.3	779	809	27C(1)	96.3	905	939
27C(2)	95.6	773	809	27C(2)	95.5	897	939
27C(3)	95.4	772	809	27C(3)	95.4	896	939
27C(4)	96.3	779	809	27C(4)	96.3	905	939
27C(5)	96.0	777	809	27C(5)	96.0	902	939
27C, ALL	94.9	768	809	27C, ALL	94.9	892	939
27C, ANY	96.3	779	809	27C, ANY	96.3	905	939
28A	96.7	841	870	28A	96.7	977	1,010
28B	95.4	830	870	28B	95.4	964	1,010
28C	96.0	835	870	28C	96.0	970	1,010
28D	96.0	835	870	28D	96.0	970	1,010
28E	96.3	838	870	28E	96.4	973	1,010
28, ALL	93.3	812	870	28, ALL	93.4	943	1,010
28, ANY	97.4	847	870	28, ANY	97.4	983	1,010
29A	96.0	835	870	29A	96.0	970	1,010
29B	96.8	842	870	29B	96.8	978	1,010
29C	97.0	844	870	29C	97.0	980	1,010
29D	96.8	842	870	29D	96.8	978	1,010
29E	96.8	842	870	29E	96.8	978	1,010
29F	97.2	846	870	29F	97.3	982	1,010
29, ALL	93.8	816	870	29, ALL	93.8	948	1,010
29, ANY	97.8	851	870	29, ANY	97.8	988	1,010
29F(1)	94.6	122	129	29F(1)	94.8	142	150
30A	99.8	868	870	30A	99.8	1,008	1,010
30B	86.8	607	699	30B	86.8	703	810
31A	99.7	867	870	31A	99.6	1,006	1,010
31B	93.0	333	358	31B	93.0	389	418
32A	95.0	340	358	32A	95.0	397	418
32B	94.7	339	358	32B	94.7	395	418
32C	95.5	342	358	32C	95.6	399	418
32D	94.4	338	358	32D	94.4	394	418
32, ALL	93.6	335	358	32, ALL	93.6	391	418
32, ANY	95.5	342	358	32, ANY	95.6	399	418
33	95.8	343	358	33	95.9	400	418
34A	90.0	271	301	34A	90.1	317	352
34B	89.7	270	301	34B	89.8	316	352
34C	89.0	268	301	34C	89.2	314	352
34D	89.4	269	301	34D	89.5	315	352
34E	89.7	270	301	34E	89.8	316	352

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
34F	89.4	269	301	34F	89.5	315	352
34, ALL	87.4	263	301	34, ALL	87.5	308	352
34, ANY	90.7	273	301	34, ANY	90.8	319	352
35A	89.4	269	301	35A	89.5	315	352
35B	38.9	7	18	35B	38.4	8	21
36A	93.0	280	301	36A	93.1	328	352
36B	90.6	115	127	36B	90.6	134	148
36C	84.7	83	98	36C	84.9	97	114
37	93.0	280	301	37	93.1	327	352
38A	97.8	350	358	38A	97.7	408	418
38B	88.6	217	245	38B	88.5	254	287
38C, 4YR	73.1	179	245	38C, 4YR	73.0	209	287
38C, 2YR	73.5	180	245	38C, 2YR	73.4	210	287
38C, TECH	63.7	156	245	38C, TECH	63.8	183	287
39A, YN	97.6	849	870	39A, YN	97.6	986	1,010
39B, YN	97.0	844	870	39B, YN	97.0	980	1,010
39C, YN	96.7	841	870	39C, YN	96.7	976	1,010
39D, YN	96.1	836	870	39D, YN	96.1	971	1,010
39E, YN	96.2	837	870	39E, YN	96.2	972	1,010
39F, YN	97.5	848	870	39F, YN	97.5	985	1,010
39G, YN	96.4	839	870	39G, YN	96.5	974	1,010
39H, YN	97.1	845	870	39H, YN	97.1	981	1,010
39H, YN	96.8	842	870	39H, YN	96.8	978	1,010
39, ALL	93.4	813	870	39, ALL	93.5	944	1,010
39, ANY	97.8	851	870	39, ANY	97.8	988	1,010
39A, PAR	93.7	760	811	39A, PAR	93.7	882	941
39B, PAR	93.3	708	759	39B, PAR	93.3	822	881
39C, PAR	94.1	594	631	39C, PAR	94.1	689	732
39D, PAR	91.3	377	413	39D, PAR	91.3	439	480
39E, PAR	91.8	501	546	39E, PAR	91.7	584	637
39F, PAR	93.0	720	774	39F, PAR	93.0	835	898
39G, PAR	90.9	518	570	39G, PAR	90.9	602	662
39H, PAR	92.4	604	654	39H, PAR	92.4	701	759
39I, PAR	92.7	404	436	39I, PAR	92.7	469	506
40	92.4	804	870	40	92.5	934	1,010
41A	97.4	847	870	41A	97.4	983	1,010
41B	97.6	849	870	41B	97.6	986	1,010
41C	98.2	854	870	41C	98.2	992	1,010
41D	97.8	851	870	41D	97.8	988	1,010
41E	97.7	850	870	41E	97.7	987	1,010
41F	97.2	846	870	41F	97.3	982	1,010
41G	97.2	846	870	41G	97.3	983	1,010
41H	96.8	842	870	41H	96.8	978	1,010
41, ALL	95.2	828	870	41, ALL	95.2	962	1,010
41, ANY	98.3	855	870	41, ANY	98.3	993	1,010
42A	97.2	846	870	42A	97.3	983	1,010
42B	94.7	483	510	42B	94.7	562	594
43A	98.2	854	870	43A	98.2	991	1,010
43B	98.2	854	870	43B	98.2	991	1,010
43C	98.2	854	870	43C	98.2	991	1,010
43D	97.4	847	870	43D	97.3	983	1,010
43E	97.8	851	870	43E	97.8	988	1,010
43F	98.2	854	870	43F	98.2	991	1,010

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
43G	98.0	853	870	43G	98.0	990	1,010
43, ALL	97.0	844	870	43, ALL	97.0	980	1,010
43, ANY	98.2	854	870	43, ANY	98.2	991	1,010
44A	97.4	847	870	44A	97.3	983	1,010
44B	94.9	370	390	44B	94.8	430	453
45A, PT	86.0	748	870	45A, PT	86.0	868	1,010
45B, PT	85.5	744	870	45B, PT	85.5	863	1,010
45C, PT	84.9	739	870	45C, PT	84.9	857	1,010
45D, PT	97.0	844	870	45D, PT	97.0	980	1,010
45E, PT	87.6	762	870	45E, PT	87.6	885	1,010
45F(1), PT	91.4	795	870	45F(1), PT	91.4	923	1,010
45F(2), PT	90.3	786	870	45F(2), PT	90.3	912	1,010
45F(3), PT	90.2	785	870	45F(3), PT	90.2	911	1,010
45F(4), PT	90.7	789	870	45F(4), PT	90.7	916	1,010
45F(5), PT	91.3	794	870	45F(5), PT	91.3	922	1,010
45G, PT	92.1	801	870	45G, PT	92.2	931	1,010
45H(1), PT	99.1	862	870	45H(1), PT	99.1	1,001	1,010
45H(2), PT	95.4	830	870	45H(2), PT	95.4	964	1,010
45H(3), PT	92.8	807	870	45H(3), PT	92.7	936	1,010
45H(4), PT	93.6	814	870	45H(4), PT	93.5	945	1,010
45H(5), PT	94.5	822	870	45H(5), PT	94.4	954	1,010
45H(6), PT	93.4	813	870	45H(6), PT	93.4	943	1,010
45I, PT	97.2	846	870	45I, PT	97.3	982	1,010
45J, PT	95.7	833	870	45J, PT	95.7	967	1,010
45K, PT	96.2	837	870	45K, PT	96.2	971	1,010
45L, PT	92.2	802	870	45L, PT	92.1	930	1,010
45, PT, ALL	66.9	582	870	45, PT, ALL	66.9	676	1,010
45, PT, ANY	99.3	864	870	45, PT, ANY	99.3	1,003	1,010
45A, FT	90.8	790	870	45A, FT	90.8	917	1,010
45B, FT	88.6	771	870	45B, FT	88.6	895	1,010
45C, FT	88.7	772	870	45C, FT	88.7	896	1,010
45D, FT	97.4	847	870	45D, FT	97.3	983	1,010
45E, FT	88.5	770	870	45E, FT	88.6	895	1,010
45F(1), FT	90.5	787	870	45F(1), FT	90.6	915	1,010
45F(2), FT	88.5	770	870	45F(2), FT	88.5	894	1,010
45F(3), FT	90.0	783	870	45F(3), FT	90.0	909	1,010
45F(4), FT	91.0	792	870	45F(4), FT	91.1	920	1,010
45F(5), FT	87.0	757	870	45F(5), FT	87.0	879	1,010
45G, FT	90.2	785	870	45G, FT	90.3	912	1,010
45H(1), FT	99.1	862	870	45H(1), FT	99.1	1,001	1,010
45H(2), FT	96.8	842	870	45H(2), FT	96.8	978	1,010
45H(3), FT	95.7	833	870	45H(3), FT	95.8	967	1,010
45H(4), FT	95.9	834	870	45H(4), FT	95.9	968	1,010
45H(5), FT	95.7	833	870	45H(5), FT	95.8	967	1,010
45H(6), FT	96.0	835	870	45H(6), FT	96.0	970	1,010
45I, FT	97.4	847	870	45I, FT	97.4	984	1,010
45J, FT	96.2	837	870	45J, FT	96.2	972	1,010
45K, FT	97.0	844	870	45K, FT	97.1	980	1,010
45L, FT	95.7	833	870	45L, FT	95.7	967	1,010
45, FT, ALL	69.4	604	870	45, FT, ALL	69.5	702	1,010
45, FT, ANY	99.3	864	870	45, FT, ANY	99.3	1,003	1,010
46A	76.3	664	870	46A	76.2	770	1,010
46B	52.2	454	870	46B	51.9	524	1,010

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
46C	73.0	635	870	46C	72.9	736	1,010
46D	89.7	780	870	46D	89.6	905	1,010
46E	84.9	739	870	46E	84.9	857	1,010
46F	76.9	669	870	46F	76.8	776	1,010
46, ALL	49.4	430	870	46, ALL	49.1	496	1,010
46, ANY	97.5	848	870	46, ANY	97.5	985	1,010
47	95.2	828	870	47	95.2	961	1,010
48A	97.8	851	870	48A	97.8	988	1,010
48B(1)	94.3	675	716	48B(1)	94.3	783	831
48B(2)	89.8	643	716	48B(2)	89.8	746	831
48B(3)	89.7	642	716	48B(3)	89.7	745	831
48B(4)	89.9	644	716	48B(4)	90.0	748	831
48B(5)	90.2	646	716	48B(5)	90.3	750	831
48B(6)	90.2	646	716	48B(6)	90.3	750	831
48B(7)	90.4	647	716	48B(7)	90.4	751	831
48B(8)	91.9	658	716	48B(8)	91.9	764	831
48B, ALL	88.4	633	716	48B, ALL	88.4	735	831
48B, ANY	95.5	684	716	48B, ANY	95.5	794	831
49A	95.8	686	716	49A	95.8	796	831
49B	93.7	671	716	49B	93.8	779	831
49C	93.0	666	716	49C	93.1	774	831
49D	93.4	669	716	49D	93.5	777	831
49E	91.9	658	716	49E	91.9	764	831
49F	93.4	669	716	49F	93.5	777	831
49G	92.7	664	716	49G	92.8	771	831
49H	92.2	660	716	49H	92.2	766	831
49I	91.9	658	716	49I	91.9	764	831
49J	92.9	665	716	49J	92.9	772	831
49K	93.9	672	716	49K	93.9	780	831
49L	94.3	675	716	49L	94.3	784	831
49, ALL	87.8	629	716	49, ALL	88.0	731	831
49, ANY	97.5	698	716	49, ANY	97.5	810	831
50A	96.2	837	870	50A	96.3	972	1,010
50B	96.2	833	866	50B	96.2	968	1,005
50C	96.1	832	866	50C	96.1	967	1,005
51A	95.9	809	844	51A	95.9	940	980
51A, DES	95.3	102	107				
51B	94.9	822	866	51B	95.0	955	1,005
51B, DES	93.0	213	229				
52A	96.2	837	870	52A	96.2	972	1,010
52B, PK	96.5	749	776	52B, PK	96.5	869	901
52B, K12	87.8	681	776	52B, K12	87.8	791	901
52C	95.7	743	776	52C	95.8	863	901
52D, PK	96.5	521	540	52D, PK	96.4	603	625
52D, K12	88.1	476	540	52D, K12	88.3	551	625
53A	96.2	837	870	53A	96.2	972	1,010
53B	92.5	430	465	53B	92.5	501	542
54A	69.7	92	132	54A	69.6	107	154
54B	86.4	114	132	54B	86.4	133	154
54C(1)	89.4	118	132	54C(1)	89.4	138	154
54C(2)	88.6	117	132	54C(2)	88.6	137	154
54C(3)	83.3	110	132	54C(3)	83.2	128	154
54D,TEACHERS	82.6	109	132	54D,TEACHERS	82.5	127	154

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
54D, AIDES	97.7	129	132	54D, AIDES	97.8	151	154
55A	94.4	821	870	55A	94.4	953	1,010
55B, ALLDAY	88.6	690	779	55B, ALLDAY	88.5	800	904
55B, MOST	87.5	682	779	55B, MOST	87.5	791	904
55B, SOME	88.8	692	779	55B, SOME	88.8	803	904
55B, LITTLE	89.3	696	779	55B, LITTLE	89.3	807	904
56A	94.9	826	870	56A	95.0	959	1,010
56B	93.6	249	266	56B	93.7	290	310
57A	94.7	252	266	57A	94.8	294	310
57B	92.9	247	266	57B	93.0	288	310
57C	93.6	249	266	57C	93.6	290	310
57D	92.1	245	266	57D	92.1	286	310
57E	92.9	247	266	57E	92.8	288	310
57F	90.6	241	266	57F	90.7	281	310
57G	94.0	250	266	57G	94.0	291	310
57, ALL	88.0	234	266	57, ALL	88.0	273	310
57, ANY	95.9	255	266	57, ANY	95.9	297	310
58A	95.9	255	266	58A	95.8	297	310
58B(1)	93.0	187	201	58B(1)	92.9	218	235
58B(2)	91.5	184	201	58B(2)	91.4	215	235
58B(3)	92.0	185	201	58B(3)	92.0	216	235
58C(1)	90.0	181	201	58C(1)	89.9	211	235
58C(2)	90.5	182	201	58C(2)	90.4	212	235
58C(3)	91.0	183	201	58C(3)	91.1	214	235
59A	89.1	237	266	59A	89.0	276	310
59B	87.2	232	266	59B	87.2	270	310
59C	94.7	252	266	59C	94.6	293	310
59, ALL	86.8	231	266	59, ALL	86.8	269	310
59, ANY	94.7	252	266	59, ANY	94.6	293	310
60A	94.4	251	266	60A	94.4	293	310
60B	94.4	251	266	60B	94.4	293	310
60C	93.6	249	266	60C	93.7	291	310
60, ALL	93.2	248	266	60, ALL	93.3	289	310
60, ANY	95.1	253	266	60, ANY	95.1	295	310
61A	94.5	822	870	61A	94.5	955	1,010
61A, DES	97.1	264	272				
61B	96.7	841	870	61B	96.7	977	1,010
61C	92.2	802	870	61C	92.2	932	1,010
61C, DES	92.7	152	164				
62A	96.6	840	870	62A	96.6	976	1,010
62B	94.6	823	870	62B	94.6	956	1,010
62C	95.3	829	870	62C	95.3	963	1,010
62D	94.8	825	870	62D	94.9	958	1,010
62E	95.2	828	870	62E	95.2	962	1,010
62F	94.0	818	870	62F	94.0	950	1,010
62G	91.5	796	870	62G	91.5	924	1,010
62H	90.5	787	870	62H	90.5	914	1,010
62, ALL	87.2	759	870	62, ALL	87.2	881	1,010
62, ANY	96.9	843	870	62, ANY	96.9	979	1,010
63A	96.3	838	870	63A	96.3	973	1,010
63B(1)	81.9	639	780	63B(1)	82.0	743	905
63B(2)	84.4	658	780	63B(2)	84.4	764	905
63B(3)	82.2	641	780	63B(3)	82.3	745	905

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
63B(4)	82.4	643	780	63B(4)	82.5	747	905
63B, ALL	76.7	598	780	63B, ALL	76.7	695	905
63B, ANY	89.4	697	780	63B, ANY	89.4	810	905
64A	94.0	818	870	64A	94.0	949	1,010
64B	91.7	798	870	64B	91.8	927	1,010
64C	90.2	785	870	64C	90.3	913	1,010
64, ALL	88.2	767	870	64, ALL	88.2	891	1,010
64, ANY	95.2	828	870	64, ANY	95.2	962	1,010
65A	95.5	831	870	65A	95.5	965	1,010
65B	92.9	808	870	65B	92.9	938	1,010
66A	96.1	836	870	66A	96.1	971	1,010
66B	82.4	103	125	66B	82.5	120	146
67	93.7	815	870	67	93.7	946	1,010
68	96.2	837	870	68	96.3	972	1,010
69A	84.9	461	543	69A	84.7	533	629
69B	75.5	410	543	69B	75.3	473	629
69C	77.5	421	543	69C	77.3	486	629
69D	69.2	376	543	69D	69.2	435	629
69E	70.0	380	543	69E	69.9	440	629
69F	74.0	402	543	69F	74.0	465	629
69, ALL	62.6	340	543	69, ALL	62.6	394	629
69, ANY	85.8	466	543	69, ANY	85.7	538	629
70,LOW	88.4	289	327	70,LOW	88.3	337	381
70,HIGH	88.4	289	327	70,HIGH	88.2	337	381
71A	68.9	599	870	71A	69.0	697	1,010
71B	64.7	563	870	71B	64.7	654	1,010
71C	67.0	583	870	71C	0.0	0	1,010
71D	60.5	526	870	71D	60.4	610	1,010
72A	84.4	734	870	72A	84.3	852	1,010
72B	53.4	63	118	72B	53.6	74	138
73A	95.4	830	870	73A	95.4	964	1,010
73B	94.6	823	870	73B	94.6	956	1,010
73C	93.2	811	870	73C	93.2	941	1,010
73, ALL	92.9	808	870	73, ALL	92.9	938	1,010
73, ANY	95.4	830	870	73, ANY	95.4	964	1,010
74A	95.7	833	870	74A	95.8	967	1,010
74B	95.3	829	870	74B	95.3	963	1,010
74C	95.4	830	870	74C	95.5	964	1,010
74, ALL	95.1	827	870	74, ALL	95.1	961	1,010
74, ANY	95.7	833	870	74, ANY	95.8	967	1,010
75	92.6	806	870	75	92.7	936	1,010
76	89.7	780	870	76	89.7	906	1,010
77A	95.4	830	870	77A	95.4	964	1,010
77B	95.1	827	870	77B	95.1	960	1,010
77C	94.8	825	870	77C	94.8	958	1,010
77, ALL	94.7	824	870	77, ALL	94.7	957	1,010
77, ANY	95.5	831	870	77, ANY	95.6	965	1,010
78A	93.4	813	870	78A	93.5	944	1,010
78B	91.1	793	870	78B	91.2	921	1,010
78C	90.5	787	870	78C	90.5	914	1,010
78D	89.9	782	870	78D	90.0	909	1,010
78E	90.7	789	870	78E	90.7	916	1,010
78F	90.5	787	870	78F	90.5	915	1,010

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
78G	90.2	785	870	78G	90.3	912	1,010
78H	90.6	788	870	78H	90.6	915	1,010
78, ALL	84.5	735	870	78, ALL	84.5	853	1,010
78, ANY	94.1	819	870	78, ANY	94.2	951	1,010
79A	93.6	814	870	79A	93.6	945	1,010
79B	93.9	817	870	79B	93.9	949	1,010
79C	93.4	813	870	79C	93.5	944	1,010
79, ALL	92.6	806	870	79, ALL	92.6	936	1,010
79, ANY	94.4	821	870	79, ANY	94.4	953	1,010
80A	94.7	824	870	80A	94.7	957	1,010
80B(1)	89.2	116	130	80B(1)	89.2	134	150
80B(2)	91.5	119	130	80B(2)	91.6	138	150
80B(3)	87.7	114	130	80B(3)	87.5	132	150
80B(4)	87.7	114	130	80B(4)	87.5	132	150
80B(5)	87.7	114	130	80B(5)	87.5	132	150
80B(6)	88.5	115	130	80B(6)	88.3	133	150
80B(7)	89.2	116	130	80B(7)	89.2	134	150
80B(8)	88.5	115	130	80B(8)	88.4	133	150
80B(9)	86.9	113	130	80B(9)	86.8	130	150
80B(10)	91.5	119	130	80B(10)	91.5	138	150
80B(11)	92.3	120	130	80B(11)	92.3	139	150
80B(12)	90.8	118	130	80B(12)	90.7	136	150
80B, ALL	83.1	108	130	80B, ALL	82.9	125	150
80B, ANY	96.2	125	130	80B, ANY	96.3	145	150
81A	94.4	821	870	81A	94.4	953	1,010
81B(1)	91.3	240	263	81B(1)	91.3	279	305
81B(2)	92.0	242	263	81B(2)	92.0	281	305
81B(3)	90.9	239	263	81B(3)	90.9	277	305
81B(4)	90.5	238	263	81B(4)	90.5	276	305
81B(5)	91.6	241	263	81B(5)	91.6	280	305
81B(6)	93.2	245	263	81B(6)	93.1	284	305
81B(7)	90.1	237	263	81B(7)	90.0	275	305
81B(8)	90.9	239	263	81B(8)	90.9	278	305
81B(9)	91.3	240	263	81B(9)	91.2	278	305
81B(10)	90.9	239	263	81B(10)	90.8	277	305
81B(11)	91.6	241	263	81B(11)	91.6	280	305
81B(12)	90.5	238	263	81B(12)	90.5	276	305
81B, ALL	85.6	225	263	81B, ALL	85.5	261	305
81B, ANY	95.4	251	263	81B, ANY	95.4	291	305
82	96.4	839	870	82	96.5	975	1,010
83A	90.8	414	456	83A	90.9	481	529
83B	66.5	127	191	83B	66.6	148	222
84	90.4	412	456	84	90.5	479	529
85A	95.2	394	414	85A	95.1	458	481
85B	93.6	176	188	85B	93.6	203	217
85C(1)	92.6	174	188	85C(1)	92.5	201	217
85C(2)	92.6	174	188	85C(2)	92.6	201	217
85C(3)	92.6	174	188	85C(3)	92.6	201	217
85C(4)	92.0	173	188	85C(4)	92.1	200	217
85C, ALL	91.5	172	188	85C, ALL	91.5	199	217
85C, ANY	93.1	175	188	85C, ANY	93.1	202	217
86A	94.9	393	414	86A	94.9	456	481
86B	89.9	98	109	86B	89.7	114	127

See notes at end of table.

Table C-23. Item response rates for the Public Charter School Questionnaire (SASS-3D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
86C(1)	83.5	91	109	86C(1)	83.3	106	127
86C(2)	81.7	89	109	86C(2)	81.5	103	127
86C(3)	81.7	89	109	86C(3)	81.5	103	127
86C(4)	82.6	90	109	86C(4)	82.4	105	127
86C, ALL	81.7	89	109	86C, ALL	81.5	103	127
86C, ANY	84.4	92	109	86C, ANY	84.2	107	127
87A	94.0	389	414	87A	93.9	452	481
87B	90.7	88	97	87B	90.6	102	113
87C(1)	88.7	86	97	87C(1)	88.4	100	113
87C(2)	88.7	86	97	87C(2)	88.4	100	113
87C(3)	88.7	86	97	87C(3)	88.4	100	113
87C(4)	88.7	86	97	87C(4)	88.4	100	113
87C, ALL	88.7	86	97	87C, ALL	88.4	100	113
87C, ANY	88.7	86	97	87C, ANY	88.4	100	113
88A	94.2	390	414	88A	94.2	453	481
88B	87.0	220	253	88B	86.9	254	293
89	85.3	353	414	89	85.3	410	481
90	71.3	295	414	90	71.3	343	481
91	75.1	311	414	91	75.1	361	481
92	67.2	585	870				
93	92.2	802	870				

NOTE: SASS-3D is the Public Charter School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter School Survey," 1999–2000, preliminary response rate file.

Table C-24. Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
1A	100.0	42,066	42,086	1A	99.9	2,982,971	2,984,782
1B	100.0	42,069	42,086	1B	100.0	2,983,555	2,984,782
1C	99.5	834	838	1C	99.5	52,512	52,779
2	88.0	3,267	3,711	2	85.8	221,114	257,715
3A	94.9	39,941	42,086	3A	96.1	2,867,309	2,984,782
3B		0	0	3B		0	0
3C		0	0	3C		0	0
3D		0	0	3D		0	0
4A	100.0	42,082	42,086	4A	100.0	2,984,511	2,984,782
4A, OTH	99.7	728	730				
4B	100.0	42,085	42,086	4B	100.0	2,984,677	2,984,782
4C, TITLE	98.5	451	458				
4C, CODE	93.7	429	458	4C, CODE	91.3	24,412	26,753
4D	93.0	426	458				
4E	94.3	432	458	4E	92.0	24,611	26,753
4F	92.6	88	95	4F	91.7	4,618	5,035
4F, OTH	91.7	11	12				
5	100.0	42,086	42,086	5	100.0	2,984,782	2,984,782
6A	95.6	40,255	42,086	6A	95.6	2,853,061	2,984,782
6B	91.0	38,278	42,086	6B	91.3	2,724,499	2,984,782
7A	98.5	41,471	42,086	7A	98.4	2,935,608	2,984,782
7B	95.9	4,382	4,568	7B	96.0	361,307	376,311
7C	91.3	4,169	4,568	7C	92.5	348,103	376,311
8A	100.0	42,068	42,086	8A	100.0	2,983,530	2,984,782
8B	98.5	41,019	41,633	8B	98.5	2,921,062	2,964,480
8C, CODE	98.7	41,090	41,633	8C, CODE	98.8	2,927,935	2,964,480
8C, FIELD	95.7	39,853	41,633				
8D	96.6	40,223	41,633	8D	96.7	2,867,827	2,964,480
8E, CODE	93.3	10,933	11,716	8E, CODE	93.5	731,521	782,181
8E, FIELD	89.6	10,498	11,716				
8F	95.9	39,908	41,633	8F	95.8	2,840,364	2,964,480
8G, CODE	97.1	17,766	18,291	8G, CODE	97.4	1,199,943	1,231,514
8G, FIELD	94.8	17,332	18,291				
9A, NAME	98.8	41,141	41,633				
9A, CODE	97.5	40,593	41,633				
9B, CITY	98.5	40,999	41,633				
9B, CODE	98.9	41,166	41,633				
10A	99.0	41,208	41,633	10A	99.1	2,937,306	2,964,480
10B, CODE	96.7	17,889	18,501	10B, CODE	96.5	1,333,005	1,381,111
10B, FIELD	94.0	17,397	18,501				
10C	97.5	18,035	18,501	10C	97.3	1,343,624	1,381,111
11A	98.7	41,555	42,086	11A	98.7	2,946,800	2,984,782
11B, ANY	94.6	6,103	6,452	11B, ANY	94.5	414,871	439,036
11C1, CODE	90.2	2,659	2,948	11C1, CODE	89.4	183,324	205,093
11C1, FIELD	87.0	2,565	2,948				
11D1, YEAR	87.5	2,579	2,948	11D1, YEAR	86.8	177,950	205,093
11C2, CODE	92.9	1,042	1,122	11C2, CODE	92.1	57,673	62,642
11C2, FIELD	90.8	1,019	1,122				
11D2, YEAR	86.4	969	1,122	11D2, YEAR	85.7	53,654	62,642
11C3, CODE	94.8	791	834	11C3, CODE	95.3	55,633	58,398
11C3, FIELD	92.2	769	834				
11D3, YEAR	86.5	721	834	11D3, YEAR	88.2	51,523	58,398
11C4, CODE	91.2	1,196	1,312	11C4, CODE	92.3	87,937	95,324

See notes at end of table.

Table C-24. Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
11C4, FIELD	87.9	1,153	1,312				
11D4, YEAR	81.2	1,065	1,312	11D4, YEAR	83.3	79,447	95,324
11C5, CODE	90.1	667	740	11C5, CODE	88.2	50,542	57,319
11C5, FIELD	87.8	650	740				
11D5, YEAR	82.2	608	740	11D5, YEAR	82.3	47,177	57,319
11C6, CODE	94.8	346	365	11C6, CODE	95.2	20,558	21,591
11C6, FIELD	91.8	335	365				
11D6, YEAR	90.1	329	365	11D6, YEAR	91.0	19,644	21,591
12, CODE	99.9	42,061	42,086	12, CODE	99.9	2,983,076	2,984,782
12, FIELD	96.7	40,715	42,086				
13A	100.0	42,086	42,086	13A	100.0	2,984,782	2,984,782
13B	98.6	39,114	39,659	13B	98.4	2,772,834	2,816,796
13C	98.6	39,114	39,659	13C	98.4	2,772,834	2,816,796
13D	98.5	36,203	36,751	13D	98.4	2,546,809	2,588,831
13D, OTH	97.4	1,438	1,476				
14A	96.5	5,148	5,335	14A	96.3	381,369	395,951
14B	90.9	2,313	2,544	14B	90.2	166,276	184,406
14B, OTH	87.4	445	509	15A	99.6	2,974,310	2,984,782
15A	99.6	41,932	42,086				
15B, CODE	95.7	7,623	7,962	15B, CODE	96.3	423,126	439,294
15B, FIELD	93.8	7,466	7,962				
16A	98.7	7,857	7,962	16A	98.9	434,298	439,294
16B	96.9	4,459	4,601	16B	96.7	237,446	245,480
17A	99.3	41,810	42,086	17A	99.4	2,966,402	2,984,782
17B	95.8	8,518	8,888	17B	96.1	613,431	638,033
18	99.2	41,764	42,086	18	99.3	2,962,548	2,984,782
18, CODE	94.8	2,511	2,649	18, CODE	95.5	187,832	196,592
18, FIELD	93.0	2,464	2,649				
19A	99.6	41,921	42,086	19A	99.6	2,972,564	2,984,782
19B	99.9	42,034	42,086	19B	99.9	2,980,917	2,984,782
19C1	96.7	9,204	9,520	19C1	96.7	661,449	683,748
19C2	96.7	9,204	9,520	19C2	96.9	662,388	683,748
19C3	96.7	9,210	9,520	19C3	96.8	662,061	683,748
19C4	96.6	9,198	9,520	19C4	96.7	661,378	683,748
19C, ALL	96.3	9,169	9,520	19C, ALL	96.4	659,241	683,748
19C, ANY	96.9	9,224	9,520	19C, ANY	97.0	663,199	683,748
20	96.6	9,197	9,520	20	96.6	660,534	683,748
21A	97.4	9,272	9,520	21A	97.4	666,094	683,748
21B	97.3	9,267	9,520	21B	97.4	665,935	683,748
21C	97.2	9,255	9,520	21C	97.2	664,681	683,748
21D	96.9	9,227	9,520	21D	96.7	661,056	683,748
21E	97.4	9,270	9,520	21E	97.4	665,885	683,748
21F	97.2	9,257	9,520	21F	97.2	664,330	683,748
21G	97.3	9,261	9,520	21G	97.3	665,154	683,748
21, ALL	96.1	9,148	9,520	21, ALL	95.9	655,391	683,748
21, ANY	97.5	9,281	9,520	21, ANY	97.5	666,635	683,748
22	96.3	9,171	9,520	22	96.1	656,955	683,748
23A	97.1	9,246	9,520	23A	97.2	664,372	683,748
23B	97.0	9,236	9,520	23B	97.0	663,473	683,748
23C	97.1	9,248	9,520	23C	97.0	663,052	683,748
23D	97.2	9,253	9,520	23D	97.3	665,109	683,748
23E	97.2	9,255	9,520	23E	97.3	665,089	683,748
23F	97.3	9,261	9,520	23F	97.2	664,692	683,748

See notes at end of table.

Table C-24. Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
23, ALL	96.7	9,204	9,520	23, ALL	96.4	659,297	683,748
23, ANY	97.3	9,267	9,520	23, ANY	97.4	665,911	683,748
24A	97.2	9,250	9,520	24A	97.3	665,084	683,748
24B	97.1	9,245	9,520	24B	97.3	665,052	683,748
24C	97.2	9,250	9,520	24C	97.3	665,446	683,748
24D	97.0	9,232	9,520	24D	97.0	662,979	683,748
24, ALL	96.6	9,201	9,520	24, ALL	96.7	661,126	683,748
24, ANY	97.3	9,264	9,520	24, ANY	97.4	666,226	683,748
25A	97.3	9,260	9,520	25A	97.4	666,096	683,748
25B	96.4	5,231	5,425	25B	96.3	412,051	427,850
26	96.8	5,251	5,425	26	96.8	413,963	427,850
27A	98.9	41,635	42,086	27A	98.9	2,951,880	2,984,782
27B	97.3	40,961	42,086	27B	97.5	2,910,481	2,984,782
27C	97.6	41,090	42,086	27C	97.8	2,918,112	2,984,782
27D	97.6	41,061	42,086	27D	97.6	2,914,293	2,984,782
27E	98.5	41,456	42,086	27E	98.8	2,947,921	2,984,782
27F	97.7	41,135	42,086	27F	97.9	2,922,223	2,984,782
27G	97.2	40,916	42,086	27G	97.3	2,904,404	2,984,782
27H	99.4	41,843	42,086	27H	99.4	2,968,351	2,984,782
27I	97.9	41,217	42,086	27I	98.1	2,928,420	2,984,782
27, ALL	94.2	39,634	42,086	27, ALL	94.4	2,816,249	2,984,782
27, ANY	99.8	41,983	42,086	27, ANY	99.8	2,977,660	2,984,782
28A	99.5	41,890	42,086	28A	99.5	2,969,647	2,984,782
28A1	98.7	22,431	22,717	28A1	98.7	1,741,833	1,764,774
28A2	98.3	22,330	22,717	28A2	98.2	1,732,737	1,764,774
28B	99.1	41,706	42,086	28B	99.1	2,956,839	2,984,782
28B1	98.4	28,427	28,900	28B1	98.3	2,135,369	2,172,894
28B2	98.3	28,399	28,900	28B2	98.1	2,132,518	2,172,894
28C	99.4	41,817	42,086	28C	99.3	2,963,943	2,984,782
28C1	98.8	28,933	29,283	28C1	98.8	2,148,230	2,173,554
28C2	98.4	28,812	29,283	28C2	98.4	2,139,285	2,173,554
28D	99.4	41,849	42,086	28D	99.4	2,966,590	2,984,782
28D1	99.1	29,349	29,607	28D1	99.1	2,076,205	2,094,116
28D2	99.0	29,321	29,607	28D2	99.1	2,074,560	2,094,116
28E	99.2	41,750	42,086	28E	99.1	2,957,255	2,984,782
28E(1)	98.8	24,920	25,213	28E(1)	98.7	1,869,333	1,893,133
28E(2)	98.4	24,819	25,213	28E(2)	98.3	1,860,947	1,893,133
28F	99.1	41,690	42,086	28F	98.9	2,953,310	2,984,782
28F1	98.7	17,208	17,437	28F1	98.7	1,200,840	1,217,081
28F2	98.1	17,105	17,437	28F2	98.0	1,192,573	1,217,081
28G	95.5	40,192	42,086	28G	95.3	2,844,291	2,984,782
28G, SPEC	92.8	9,220	9,935				
29	97.5	41,016	42,086	29	97.6	2,914,151	2,984,782
30A	97.8	41,166	42,086	30A	97.9	2,922,403	2,984,782
30B	97.4	40,989	42,086	30B	97.3	2,904,752	2,984,782
30C	97.1	40,881	42,086	30C	97.2	2,901,223	2,984,782
30D	95.4	40,139	42,086	30D	95.1	2,838,665	2,984,782
30E	96.6	40,662	42,086	30E	96.4	2,878,570	2,984,782
30F	96.7	40,679	42,086	30F	96.5	2,880,042	2,984,782
30, ALL	93.9	39,530	42,086	30, ALL	93.5	2,789,410	2,984,782
30, ANY	98.3	41,378	42,086	30, ANY	98.4	2,937,050	2,984,782
31A	98.0	41,247	42,086	31A	98.1	2,927,029	2,984,782
31B	98.0	41,237	42,086	31B	98.1	2,927,765	2,984,782

See notes at end of table.

Table C-24. Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
31C	97.2	40,917	42,086	31C	97.2	2,900,697	2,984,782
31, ALL	96.7	40,702	42,086	31, ALL	96.6	2,884,132	2,984,782
31, ANY	98.4	41,421	42,086	31, ANY	98.5	2,940,924	2,984,782
32, FRST	98.6	41,511	42,086	32, FRST	98.6	2,942,921	2,984,782
32, SCND	98.2	41,329	42,086	32, SCND	98.2	2,931,586	2,984,782
32, THRD	97.4	40,986	42,086	32, THRD	97.4	2,906,575	2,984,782
33	100.0	42,086	42,086	33	100.0	2,984,782	2,984,782
34A	99.1	41,692	42,086	34A	99.0	2,954,847	2,984,782
34B	99.1	41,700	42,086	34B	99.0	2,955,639	2,984,782
35	98.0	15,364	15,673	35	98.0	1,499,004	1,530,004
36A	91.3	14,306	15,673	36A	91.9	1,406,772	1,530,004
36B	90.4	14,168	15,673	36B	91.3	1,397,521	1,530,004
36C	89.4	14,019	15,673	36C	90.3	1,381,729	1,530,004
36D	90.2	14,139	15,673	36D	91.0	1,392,325	1,530,004
36, ALL	87.0	13,629	15,673	36, ALL	88.2	1,350,216	1,530,004
36, ANY	94.5	14,815	15,673	36, ANY	94.7	1,448,274	1,530,004
37	87.8	23,192	26,413	37	87.7	1,275,188	1,454,777
38, 1, CODE	97.4	25,729	26,413	38, 1, CODE	97.2	1,414,033	1,454,777
38, 1, SUBJ	97.3	25,687	26,413				
38, 1, ENR	94.6	24,992	26,413	38, 1, ENR	93.5	1,360,428	1,454,777
38, 1, ALL	94.1	24,856	26,413				
38, 2, CODE	94.6	24,500	25,903	38, 2, CODE	93.9	1,339,386	1,426,140
38, 2, SUBJ	93.5	24,225	25,903				
38, 2, ENR	93.8	24,291	25,903	38, 2, ENR	92.5	1,319,850	1,426,140
38, 2, ALL	93.0	24,085	25,903				
38, 3, CODE	91.5	22,698	24,806	38, 3, CODE	90.6	1,243,152	1,371,573
38, 3, SUBJ	90.5	22,442	24,806				
38, 3, ENR	91.2	22,628	24,806	38, 3, ENR	90.2	1,236,884	1,371,573
38, 3, ALL	90.3	22,402	24,806				
38, 4, CODE	90.9	18,510	20,367	38, 4, CODE	89.9	1,050,894	1,168,480
38, 4, SUBJ	89.7	18,271	20,367				
38, 4, ENR	90.7	18,465	20,367	38, 4, ENR	89.5	1,045,210	1,168,480
38, 4, ALL	89.6	18,243	20,367				
38, 5, CODE	92.5	16,103	17,416	38, 5, CODE	91.3	921,793	1,009,863
38, 5, SUBJ	91.4	15,921	17,416				
38, 5, ENR	92.4	16,084	17,416	38, 5, ENR	90.8	917,218	1,009,863
38, 5, ALL	91.1	15,858	17,416				
38, 6, CODE	91.4	9,009	9,859	38, 6, CODE	89.5	505,202	564,594
38, 6, SUBJ	90.0	8,875	9,859				
38, 6, ENR	90.9	8,962	9,859	38, 6, ENR	88.3	498,504	564,594
38, 6, ALL	89.3	8,803	9,859				
38, 7, CODE	86.4	2,939	3,401	38, 7, CODE	83.6	201,437	241,041
38, 7, SUBJ	83.9	2,853	3,401				
38, 7, ENR	84.2	2,864	3,401	38, 7, ENR	80.5	193,966	241,041
38, 7, ALL	82.1	2,791	3,401				
38, 8, CODE	82.6	1,817	2,201	38, 8, CODE	80.8	141,540	175,102
38, 8, SUBJ	79.6	1,752	2,201				
38, 8, ENR	80.9	1,781	2,201	38, 8, ENR	78.4	137,293	175,102
38, 8, ALL	78.8	1,735	2,201				
38, 9, CODE	79.2	1,313	1,658	38, 9, CODE	78.2	111,295	142,247
38, 9, SUBJ	75.8	1,257	1,658				
38, 9, ENR	78.0	1,294	1,658	38, 9, ENR	76.3	108,604	142,247
38, 9, ALL	76.4	1,266	1,658				

See notes at end of table.

Table C-24. Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
38, 10, CODE	76.4	1,098	1,438	38, 10, CODE	75.1	96,002	127,781
38, 10, SUBJ	72.2	1,038	1,438				
38, 10, ENR	75.0	1,079	1,438	38, 10, ENR	73.3	93,611	127,781
38, 10, ALL	73.0	1,050	1,438				
38, 11, CODE	72.8	789	1,084	38, 11, CODE	72.5	76,026	104,818
38, 11, SUBJ	71.5	775	1,084				
38, 11, ENR	71.8	778	1,084	38, 11, ENR	70.5	73,862	104,818
38, 11, ALL	70.1	760	1,084				
38, 12, CODE	70.0	669	956	38, 12, CODE	69.8	67,017	96,077
38, 12, SUBJ	66.5	636	956				
38, 12, ENR	69.5	664	956	38, 12, ENR	68.7	66,038	96,077
38, 12, ALL	67.7	647	956				
38, 13, CODE	66.7	548	821	38, 13, CODE	67.3	58,287	86,645
38, 13, SUBJ	62.6	514	821				
38, 13, ENR	65.7	539	821	38, 13, ENR	65.6	56,874	86,645
38, 13, ALL	64.2	527	821				
38, 14, CODE	64.4	483	750	38, 14, CODE	65.4	53,182	81,274
38, 14, SUBJ	60.8	456	750				
38, 14, ENR	63.7	478	750	38, 14, ENR	64.1	52,136	81,274
38, 14, ALL	62.1	466	750				
38, 15, CODE	61.1	417	682	38, 15, CODE	63.0	47,677	75,730
38, 15, SUBJ	57.3	391	682				
38, 15, ENR	61.0	416	682	38, 15, ENR	61.6	46,632	75,730
38, 15, ALL	58.7	400	682				
39A	90.8	38,217	42,086	39A	90.9	2,713,336	2,984,782
39B1	96.3	34,242	35,554	39B1	96.2	2,355,232	2,448,521
39B2	94.6	33,631	35,554	39B2	94.5	2,314,095	2,448,521
39B3	96.1	34,155	35,554	39B3	95.8	2,346,496	2,448,521
39B, ALL	93.3	33,169	35,554	39B, ALL	93.1	2,279,129	2,448,521
39B, ANY	97.3	34,605	35,554	39B, ANY	97.2	2,381,005	2,448,521
40	97.4	34,614	35,554	40	97.2	2,380,606	2,448,521
41	95.8	40,334	42,086	41	95.6	2,854,549	2,984,782
42	96.7	15,306	15,827	42	96.7	1,189,022	1,229,313
43	96.7	40,696	42,086	43	96.7	2,884,901	2,984,782
44	97.9	41,182	42,086	44	97.8	2,919,181	2,984,782
45	97.9	41,194	42,086	45	97.8	2,918,036	2,984,782
46	97.9	41,183	42,086	46	97.7	2,917,603	2,984,782
47A	98.0	41,230	42,086	47A	97.8	2,919,237	2,984,782
47B1	95.2	22,510	23,634	47B1	95.0	1,735,862	1,827,379
47B2	95.4	22,536	23,634	47B2	95.1	1,738,380	1,827,379
47B3	95.3	22,526	23,634	47B3	95.1	1,737,797	1,827,379
47B, ALL	94.9	22,435	23,634	47B, ALL	94.7	1,730,069	1,827,379
47B, ANY	95.6	22,591	23,634	47B, ANY	95.4	1,742,694	1,827,379
48	97.9	41,203	42,086	48	97.9	2,922,329	2,984,782
49	98.6	27,934	28,340	49	98.5	2,031,154	2,062,358
50A	96.5	24,274	25,159	50A	96.3	1,772,418	1,839,629
50B	96.4	22,952	23,797	50B	96.3	1,695,607	1,761,280
50C	91.5	23,032	25,159	50C	90.3	1,661,159	1,839,629
50D	96.9	24,390	25,159	50D	96.7	1,779,773	1,839,629
50E(1)	91.9	19,358	21,068	50E(1)	91.3	1,439,348	1,576,562
50E(2)	91.0	19,180	21,068	50E(2)	90.3	1,423,784	1,576,562
50E(3)	91.6	19,290	21,068	50E(3)	91.4	1,441,268	1,576,562
50E(4)	91.8	19,337	21,068	50E(4)	91.2	1,437,241	1,576,562

See notes at end of table.

Table C-24. Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
50E(5)	93.8	19,755	21,068	50E(5)	93.6	1,475,815	1,576,562
50E(6)	91.7	19,313	21,068	50E(6)	91.8	1,446,888	1,576,562
50E(7)	94.0	19,802	21,068	50E(7)	94.0	1,482,068	1,576,562
50E(8)	48.3	10,181	21,068	50E(8)	48.3	761,017	1,576,562
50E(8), SPEC	18.6	3,912	21,068				
50E, ALL	44.8	9,436	21,068	50E, ALL	44.9	707,581	1,576,562
50E, ANY	96.3	20,283	21,068	50E, ANY	95.9	1,512,485	1,576,562
51	76.9	32,362	42,086	51	76.8	2,292,209	2,984,782
52, HRS	97.8	41,140	42,086	52, HRS	97.6	2,913,669	2,984,782
52, MIN	97.8	41,140	42,086	52, MIN	97.6	2,913,669	2,984,782
53A	95.0	39,965	42,086	53A	95.2	2,842,078	2,984,782
53B	96.4	40,589	42,086	53B	96.6	2,883,811	2,984,782
54A	97.8	41,150	42,086	54A	97.6	2,913,487	2,984,782
54B	96.2	40,474	42,086	54B	95.5	2,851,764	2,984,782
55A	98.3	41,389	42,086	55A	98.2	2,930,730	2,984,782
55B	96.5	8,354	8,658	55B	96.0	552,826	576,107
55C	93.2	4,083	4,383	55C	92.7	264,727	285,499
56A	97.9	41,184	42,086	56A	97.7	2,915,075	2,984,782
56B	97.1	3,498	3,601	56B	96.8	273,802	282,772
56C	93.6	1,440	1,539	56C	92.6	114,923	124,138
57A	98.0	41,239	42,086	57A	97.7	2,916,410	2,984,782
57B	98.1	41,278	42,086	57B	97.9	2,922,557	2,984,782
57C	97.9	41,197	42,086	57C	97.7	2,916,190	2,984,782
57D	97.9	41,219	42,086	57D	97.7	2,916,607	2,984,782
57E	97.9	41,223	42,086	57E	97.8	2,917,856	2,984,782
57F	98.1	41,275	42,086	57F	97.9	2,921,449	2,984,782
57G	97.9	41,200	42,086	57G	97.7	2,915,350	2,984,782
57, ALL	96.9	40,763	42,086	57, ALL	96.6	2,882,234	2,984,782
57, ANY	98.3	41,364	42,086	57, ANY	98.1	2,928,433	2,984,782
58A	98.2	41,315	42,086	58A	98.0	2,925,851	2,984,782
58B	98.3	41,358	42,086	58B	98.1	2,927,912	2,984,782
58C	98.3	41,366	42,086	58C	98.1	2,929,214	2,984,782
58D	98.3	41,362	42,086	58D	98.1	2,927,406	2,984,782
58E	98.3	41,355	42,086	58E	98.1	2,928,727	2,984,782
58F	98.0	41,250	42,086	58F	97.8	2,919,646	2,984,782
58, ALL	97.7	41,109	42,086	58, ALL	97.5	2,908,732	2,984,782
58, ANY	98.4	41,393	42,086	58, ANY	98.2	2,930,738	2,984,782
59A	98.2	41,332	42,086	59A	98.0	2,925,913	2,984,782
59B	98.3	41,352	42,086	59B	98.0	2,926,387	2,984,782
59C	98.3	41,379	42,086	59C	98.1	2,928,985	2,984,782
59D	98.2	41,341	42,086	59D	98.1	2,927,667	2,984,782
59E	98.2	41,310	42,086	59E	98.0	2,924,577	2,984,782
59F	98.3	41,371	42,086	59F	98.1	2,928,312	2,984,782
59G	98.3	41,356	42,086	59G	98.0	2,926,152	2,984,782
59H	98.1	41,287	42,086	59H	97.9	2,923,017	2,984,782
59I	98.1	41,277	42,086	59I	97.8	2,919,939	2,984,782
59J	98.2	41,316	42,086	59J	98.0	2,926,180	2,984,782
59K	98.0	41,235	42,086	59K	97.8	2,919,546	2,984,782
59L	98.2	41,349	42,086	59L	98.1	2,927,312	2,984,782
59M	98.3	41,382	42,086	59M	98.2	2,930,370	2,984,782
59N	98.2	41,337	42,086	59N	98.0	2,925,099	2,984,782
59O	98.0	41,231	42,086	59O	97.7	2,917,614	2,984,782
59P	97.7	41,100	42,086	59P	97.5	2,910,685	2,984,782

See notes at end of table.

Table C-24. Item response rates for the Public School Teacher Questionnaire (SASS-4A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
59Q	98.3	41,369	42,086	59Q	98.1	2,929,114	2,984,782
59R	97.9	41,222	42,086	59R	97.8	2,919,326	2,984,782
59S	98.1	41,285	42,086	59S	97.9	2,922,191	2,984,782
59T	98.3	41,380	42,086	59T	98.2	2,929,925	2,984,782
59U	97.3	40,954	42,086	59U	97.3	2,903,009	2,984,782
59V	98.4	41,392	42,086	59V	98.2	2,930,990	2,984,782
59, ALL	94.0	39,565	42,086	59, ALL	93.7	2,795,981	2,984,782
59, ANY	98.6	41,508	42,086	59, ANY	98.5	2,940,468	2,984,782
60A	98.2	41,329	42,086	60A	97.9	2,921,522	2,984,782
60B	98.2	41,345	42,086	60B	97.9	2,922,276	2,984,782
60C	97.9	41,218	42,086	60C	97.7	2,916,307	2,984,782
60D	98.1	41,296	42,086	60D	97.8	2,918,410	2,984,782
60E	98.2	41,343	42,086	60E	98.0	2,924,106	2,984,782
60F	98.1	41,294	42,086	60F	97.9	2,921,601	2,984,782
60G	98.2	41,344	42,086	60G	98.0	2,924,562	2,984,782
60H	97.9	41,201	42,086	60H	97.7	2,917,439	2,984,782
60I	97.6	41,080	42,086	60I	97.4	2,907,560	2,984,782
60J	97.6	41,061	42,086	60J	97.4	2,906,282	2,984,782
60K	97.8	41,149	42,086	60K	97.6	2,913,295	2,984,782
60L	98.3	41,380	42,086	60L	98.1	2,928,181	2,984,782
60M	98.0	41,236	42,086	60M	97.7	2,917,361	2,984,782
60N	97.8	41,148	42,086	60N	97.4	2,907,451	2,984,782
60O	98.3	41,358	42,086	60O	98.1	2,927,360	2,984,782
60P	98.0	41,258	42,086	60P	97.9	2,921,209	2,984,782
60Q	98.2	41,347	42,086	60Q	98.1	2,926,615	2,984,782
60R	98.0	41,231	42,086	60R	97.7	2,917,256	2,984,782
60, ALL	94.9	39,933	42,086	60, ALL	94.5	2,820,177	2,984,782
60, ANY	98.5	41,463	42,086	60, ANY	98.3	2,935,374	2,984,782
61A	98.5	41,437	42,086	61A	98.3	2,934,517	2,984,782
61B	98.3	41,390	42,086	61B	98.2	2,930,474	2,984,782
62A1	97.8	41,175	42,086	62A1	97.7	2,914,871	2,984,782
62A1, AMT	93.4	5,780	6,187	62A1, AMT	92.8	432,565	466,351
62A2	96.4	40,559	42,086	62A2	96.4	2,878,418	2,984,782
62A2, AMT	87.4	2,522	2,887	62A2, AMT	87.4	154,490	176,674
62A3	96.4	40,557	42,086	62A3	96.3	2,874,988	2,984,782
62A3, AMT	91.6	8,162	8,913	62A3, AMT	91.1	477,313	523,823
62B1	90.4	38,059	42,086	62B1	89.8	2,678,980	2,984,782
62B2	97.5	41,052	42,086	62B2	97.3	2,905,092	2,984,782
62B2, AMT	93.8	17,844	19,020	62B2, AMT	93.3	1,120,171	1,200,797
62B3	97.3	40,970	42,086	62B3	97.0	2,895,323	2,984,782
62B3, AMT	92.3	4,761	5,158	62B3, AMT	90.8	351,327	386,784
62B4	97.9	41,219	42,086	62B4	97.8	2,919,627	2,984,782
62B4, AMT	86.9	7,418	8,536	62B4, AMT	85.9	441,191	513,661
62B5	96.9	8,273	8,536	62B5	96.7	496,745	513,661
63	98.2	41,341	42,086	63	98.1	2,928,926	2,984,782
64	99.4	41,825	42,086	64	99.4	2,965,464	2,984,782
65A	96.6	40,661	42,086	65A	95.9	2,862,682	2,984,782
65B	91.5	1,001	1,094	65B	80.0	23,876	29,848
66	87.7	36,921	42,086	66	88.3	2,634,142	2,984,782
67	99.9	42,043	42,086	67	99.9	2,981,122	2,984,782
70	82.9	34,874	42,086				
71	98.2	41,331	42,086				

NOTE: SASS-4A is the Public School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Survey," 1999–2000, preliminary response rate file.

Table C-25. Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
1A	99.5	7,061	7,098	1A	99.4	446,419	449,057
1B	99.5	7,063	7,098	1B	99.4	446,561	449,057
1C	100.0	321	321	1C	100.0	18,940	18,940
2	93.3	1,306	1,400	2	92.3	76,982	83,375
4A	100.0	7,097	7,098	4A	100.0	449,051	449,057
4A, OTH	0.0	0	253				
4B	100.0	7,098	7,098	4B	100.0	449,057	449,057
4C, TITLE	97.2	239	246				
4C, CODE	23.2	57	246	4C, CODE	19.8	2,796	14,116
4D	90.2	222	246				
4E	90.2	222	246	4E	92.9	13,118	14,116
4F	88.5	69	78	4F	93.9	3,958	4,214
4F, OTH	0.0	0	10				
5	100.0	7,098	7,098	5	100.0	449,057	449,057
6A	94.5	6,707	7,098	6A	93.8	421,292	449,057
6B	90.6	6,429	7,098	6B	90.0	404,094	449,057
7A	98.0	6,954	7,098	7A	97.6	438,105	449,057
7B	96.2	2,288	2,378	7B	96.2	155,817	161,935
7C	91.9	2,185	2,378	7C	91.8	148,638	161,935
8A	99.9	7,089	7,098	8A	99.8	448,328	449,057
8B	98.4	6,567	6,674	8B	98.2	408,164	415,786
8C, CODE	99.0	6,604	6,674	8C, CODE	98.8	410,770	415,786
8C, FIELD	0.0	0	6,674				
8D	96.4	6,435	6,674	8D	96.2	399,902	415,786
8E, CODE	95.3	1,842	1,933	8E, CODE	95.5	114,912	120,352
8E, FIELD	0.0	0	1,933				
8F	95.5	6,376	6,674	8F	95.4	396,718	415,786
8G, CODE	99.4	2,924	2,942	8G, CODE	99.5	178,266	179,130
8G, FIELD	0.0	0	2,942				
9A, NAME	98.8	6,594	6,674				
9A, CODE	94.8	6,328	6,674				
9B, CITY	98.1	6,544	6,674				
9B, CODE	98.9	6,601	6,674				
10A	99.0	6,604	6,674	10A	99.0	411,537	415,786
10B, CODE	98.8	2,349	2,378	10B, CODE	98.5	149,674	151,883
10B, FIELD	0.0	0	2,378	10B, FIELD	0.0	0	151,883
10C	97.3	2,314	2,378	10C	96.6	146,693	151,883
11A	98.4	6,981	7,098	11A	98.3	441,222	449,057
11B, ANY	94.5	1,040	1,101	11B, ANY	93.4	64,669	69,247
11C1, CODE	90.2	486	539	11C1, CODE	88.5	31,030	35,064
11C1, FIELD	0.0	0	539				
11D1, YEAR	86.8	468	539	11D1, YEAR	85.6	29,999	35,064
11C2, CODE	90.8	139	153	11C2, CODE	89.3	8,317	9,310
11C2, FIELD	0.0	0	153				
11D2, YEAR	85.6	131	153	11D2, YEAR	85.1	7,923	9,310
11C3, CODE	98.9	174	176	11C3, CODE	99.5	9,092	9,138
11C3, FIELD	0.0	0	176				
11D3, YEAR	92.0	162	176	11D3, YEAR	91.9	8,393	9,138
11C4, CODE	87.9	124	141	11C4, CODE	90.1	7,635	8,470
11C4, FIELD	0.0	0	141				
11D4, YEAR	81.6	115	141	11D4, YEAR	84.3	7,136	8,470
11C5, CODE	91.1	92	101	11C5, CODE	92.6	6,418	6,931
11C5, FIELD	0.0	0	101				

See notes at end of table.

Table C-25. Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
11D5, YEAR	81.2	82	101	11D5, YEAR	83.0	5,753	6,931
11C6, CODE	96.8	121	125	11C6, CODE	97.1	7,765	8,000
11C6, FIELD	0.0	0	125				
11D6, YEAR	95.2	119	125	11D6, YEAR	95.6	7,648	8,000
12, CODE	99.6	7,071	7,098	12, CODE	99.7	447,552	449,057
12, FIELD	0.0	0	7,098				
13A	100.0	7,098	7,098	13A	100.0	449,057	449,057
13B	98.2	3,907	3,979	13B	98.1	253,800	258,765
13C	98.2	3,907	3,979	13C	98.1	253,800	258,765
13D	93.2	2,673	2,867	13D	93.7	179,654	191,781
13D, OTH	0.0	0	151				
14A	88.8	3,759	4,231	14A	90.4	232,506	257,277
14B	88.4	609	689	14B	90.0	38,125	42,371
14B, OTH	0.0	0	148				
15A	99.0	7,026	7,098	15A	98.9	444,114	449,057
15B, CODE	95.7	1,801	1,882	15B, CODE	96.0	111,369	115,989
15B, FIELD	0.0	0	1,882				
16A	98.4	1,852	1,882	16A	98.2	113,857	115,989
16B	97.6	443	454	16B	97.1	28,267	29,104
17A	99.2	7,040	7,098	17A	99.1	444,945	449,057
17B	95.9	922	961	17B	96.3	58,626	60,895
18	99.2	7,040	7,098	18	99.3	446,105	449,057
18, CODE	92.0	439	477	18, CODE	93.4	30,783	32,966
18, FIELD	0.0	0	477				
19A	99.3	7,050	7,098	19A	99.3	445,865	449,057
19B	99.3	7,050	7,098	19B	99.3	445,865	449,057
19C1	94.8	2,098	2,213	19C1	94.8	122,910	129,629
19C2	94.7	2,096	2,213	19C2	94.5	122,482	129,629
19C3	95.1	2,105	2,213	19C3	95.2	123,456	129,629
19C4	94.8	2,097	2,213	19C4	94.7	122,790	129,629
19C, ALL	94.0	2,081	2,213	19C, ALL	93.9	121,683	129,629
19C, ANY	95.5	2,113	2,213	19C, ANY	95.6	123,871	129,629
20	95.0	2,103	2,213	20	95.0	123,088	129,629
21A	96.4	2,134	2,213	21A	96.3	124,834	129,629
21B	96.2	2,129	2,213	21B	96.1	124,635	129,629
21C	96.0	2,125	2,213	21C	96.1	124,508	129,629
21D	94.1	2,082	2,213	21D	93.6	121,336	129,629
21E	96.4	2,133	2,213	21E	96.2	124,655	129,629
21F	96.2	2,129	2,213	21F	96.1	124,538	129,629
21G	96.0	2,125	2,213	21G	95.9	124,327	129,629
21, ALL	92.7	2,052	2,213	21, ALL	92.1	119,407	129,629
21, ANY	96.6	2,137	2,213	21, ANY	96.5	125,087	129,629
22	95.1	2,105	2,213	22	95.3	123,531	129,629
23A	96.0	2,125	2,213	23A	95.7	124,086	129,629
23B	95.7	2,117	2,213	23B	95.4	123,633	129,629
23C	95.9	2,123	2,213	23C	95.8	124,240	129,629
23D	96.3	2,131	2,213	23D	96.2	124,745	129,629
23E	96.2	2,130	2,213	23E	96.0	124,463	129,629
23F	96.4	2,133	2,213	23F	96.2	124,744	129,629
23, ALL	95.0	2,102	2,213	23, ALL	94.7	122,710	129,629
23, ANY	96.5	2,136	2,213	23, ANY	96.4	124,970	129,629
24A	96.1	2,126	2,213	24A	95.9	124,329	129,629
24B	96.2	2,128	2,213	24B	96.0	124,500	129,629

See notes at end of table.

Table C-25. Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
24C	96.4	2,134	2,213	24C	96.4	124,914	129,629
24D	96.2	2,128	2,213	24D	96.1	124,613	129,629
24, ALL	95.7	2,117	2,213	24, ALL	95.5	123,828	129,629
24, ANY	96.4	2,134	2,213	24, ANY	96.4	124,914	129,629
25A	96.1	2,127	2,213	25A	96.1	124,618	129,629
25B	95.4	948	994	25B	95.4	55,493	58,150
26	95.7	951	994	26	95.7	55,631	58,150
27A	98.4	6,983	7,098	27A	98.4	441,955	449,057
27B	97.1	6,894	7,098	27B	97.1	436,092	449,057
27C	97.7	6,933	7,098	27C	97.7	438,742	449,057
27D	97.6	6,926	7,098	27D	97.6	438,279	449,057
27E	98.1	6,965	7,098	27E	98.2	441,123	449,057
27F	97.6	6,925	7,098	27F	97.5	437,718	449,057
27G	97.2	6,897	7,098	27G	97.2	436,277	449,057
27H	99.4	7,055	7,098	27H	99.4	446,340	449,057
27I	97.5	6,920	7,098	27I	97.3	437,054	449,057
27, ALL	93.5	6,638	7,098	27, ALL	93.3	418,832	449,057
27, ANY	99.7	7,076	7,098	27, ANY	99.7	447,705	449,057
28A	99.5	7,059	7,098	28A	99.5	446,665	449,057
28A1	98.8	2,936	2,971	28A1	98.9	186,947	189,004
28A2	98.2	2,917	2,971	28A2	98.4	185,950	189,004
28B	99.0	7,029	7,098	28B	99.1	445,184	449,057
28B1	98.2	3,225	3,283	28B1	98.3	203,940	207,421
28B2	98.2	3,223	3,283	28B2	98.4	204,064	207,421
28C	99.4	7,057	7,098	28C	99.4	446,509	449,057
28C1	98.8	4,317	4,368	28C1	99.0	269,656	272,466
28C2	98.2	4,291	4,368	28C2	98.5	268,441	272,466
28D	99.5	7,062	7,098	28D	99.5	446,729	449,057
28D1	99.0	3,559	3,595	28D1	99.2	220,908	222,754
28D2	98.9	3,555	3,595	28D2	99.0	220,534	222,754
28E	99.4	7,052	7,098	28E	99.3	446,095	449,057
28E(1)	98.8	2,580	2,612	28E(1)	98.7	165,888	168,015
28E(2)	98.0	2,560	2,612	28E(2)	98.2	165,039	168,015
28F	99.2	7,038	7,098	28F	99.1	445,164	449,057
28F1	98.7	2,662	2,696	28F1	98.9	174,650	176,535
28F2	98.1	2,645	2,696	28F2	98.5	173,835	176,535
28G	95.6	6,783	7,098	28G	95.6	429,242	449,057
28G, SPEC	0.0	0	1,618				
29	93.0	6,599	7,098	29	92.8	416,618	449,057
30A	94.1	6,677	7,098	30A	93.8	421,048	449,057
30B	93.7	6,650	7,098	30B	93.5	419,804	449,057
30C	93.1	6,607	7,098	30C	92.7	416,486	449,057
30D	91.0	6,461	7,098	30D	90.7	407,387	449,057
30E	93.2	6,614	7,098	30E	92.8	416,638	449,057
30F	93.0	6,602	7,098	30F	92.6	416,006	449,057
30, ALL	89.4	6,349	7,098	30, ALL	89.0	399,594	449,057
30, ANY	94.8	6,726	7,098	30, ANY	94.6	424,694	449,057
31A	94.1	6,677	7,098	31A	93.9	421,592	449,057
31B	94.2	6,685	7,098	31B	94.0	422,176	449,057
31C	93.1	6,611	7,098	31C	92.8	416,613	449,057
31, ALL	92.5	6,567	7,098	31, ALL	92.1	413,605	449,057
31, ANY	94.7	6,719	7,098	31, ANY	94.6	424,644	449,057
32, FRST	97.6	6,927	7,098	32, FRST	97.5	437,896	449,057

See notes at end of table.

Table C-25. Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
32, SCND	97.2	6,897	7,098	32, SCND	97.0	435,798	449,057
32, THRD	96.4	6,842	7,098	32, THRD	96.2	431,799	449,057
33	99.9	7,093	7,098	33	99.9	448,795	449,057
34A	99.1	7,036	7,098	34A	99.1	445,108	449,057
34B	99.3	7,045	7,098	34B	99.3	445,736	449,057
35	98.9	3,208	3,244	35	99.1	208,586	210,399
36A	93.3	3,027	3,244	36A	92.8	195,184	210,399
36B	92.8	3,010	3,244	36B	92.4	194,409	210,399
36C	91.8	2,979	3,244	36C	91.3	192,188	210,399
36D	92.4	2,997	3,244	36D	92.0	193,568	210,399
36, ALL	89.9	2,915	3,244	36, ALL	89.3	187,846	210,399
36, ANY	95.7	3,106	3,244	36, ANY	95.3	200,581	210,399
37	10.1	389	3,854	37	8.9	21,247	238,658
38, 1, CODE	97.7	3,766	3,854	38, 1, CODE	97.5	232,602	238,658
38, 1, SUBJ	0.0	0	3,854				
38, 1, ENR	94.3	3,636	3,854	38, 1, ENR	93.9	224,187	238,658
38, 1, ALL	94.0	3,622	3,854				
38, 2, CODE	92.9	3,476	3,742	38, 2, CODE	92.4	215,363	232,994
38, 2, SUBJ	0.0	0	3,742				
38, 2, ENR	91.7	3,432	3,742	38, 2, ENR	91.1	212,257	232,994
38, 2, ALL	90.9	3,402	3,742				
38, 3, CODE	88.6	3,167	3,576	38, 3, CODE	88.6	197,977	223,568
38, 3, SUBJ	0.0	0	3,576				
38, 3, ENR	87.5	3,130	3,576	38, 3, ENR	87.5	195,615	223,568
38, 3, ALL	86.9	3,106	3,576				
38, 4, CODE	85.3	2,810	3,293	38, 4, CODE	85.3	177,444	208,077
38, 4, SUBJ	0.0	0	3,293				
38, 4, ENR	84.8	2,793	3,293	38, 4, ENR	84.5	175,877	208,077
38, 4, ALL	83.9	2,764	3,293				
38, 5, CODE	86.9	2,300	2,648	38, 5, CODE	86.7	145,220	167,506
38, 5, SUBJ	0.0	0	2,648				
38, 5, ENR	86.3	2,285	2,648	38, 5, ENR	86.3	144,507	167,506
38, 5, ALL	85.3	2,260	2,648				
38, 6, CODE	83.2	1,412	1,697	38, 6, CODE	82.9	90,608	109,253
38, 6, SUBJ	0.0	0	1,697				
38, 6, ENR	82.7	1,403	1,697	38, 6, ENR	82.8	90,488	109,253
38, 6, ALL	81.3	1,380	1,697				
38, 7, CODE	76.6	779	1,017	38, 7, CODE	76.6	51,272	66,924
38, 7, SUBJ	0.0	0	1,017				
38, 7, ENR	75.8	771	1,017	38, 7, ENR	76.3	51,096	66,924
38, 7, ALL	74.1	754	1,017				
38, 8, CODE	70.3	514	731	38, 8, CODE	69.8	33,771	48,349
38, 8, SUBJ	0.0	0	731				
38, 8, ENR	69.2	506	731	38, 8, ENR	68.8	33,246	48,349
38, 8, ALL	67.7	495	731				
38, 9, CODE	65.3	377	577	38, 9, CODE	65.7	24,721	37,611
38, 9, SUBJ	0.0	0	577				
38, 9, ENR	65.3	377	577	38, 9, ENR	65.7	24,718	37,611
38, 9, ALL	63.4	366	577				
38, 10, CODE	60.1	295	491	38, 10, CODE	61.1	19,669	32,201
38, 10, SUBJ	0.0	0	491				
38, 10, ENR	59.7	293	491	38, 10, ENR	60.9	19,623	32,201
38, 10, ALL	58.0	285	491				

See notes at end of table.

Table C-25. Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
38, 11, CODE	55.2	232	420	38, 11, CODE	56.2	15,762	28,023
38, 11, SUBJ	0.0	0	420				
38, 11, ENR	55.2	232	420	38, 11, ENR	55.8	15,646	28,023
38, 11, ALL	53.6	225	420				
38, 12, CODE	51.3	194	378	38, 12, CODE	51.7	13,065	25,248
38, 12, SUBJ	0.0	0	378				
38, 12, ENR	51.9	196	378	38, 12, ENR	52.6	13,274	25,248
38, 12, ALL	50.3	190	378				
38, 13, CODE	47.1	157	333	38, 13, CODE	46.4	10,392	22,410
38, 13, SUBJ	0.0	0	333				
38, 13, ENR	47.4	158	333	38, 13, ENR	47.0	10,535	22,410
38, 13, ALL	45.6	152	333				
38, 14, CODE	43.0	130	302	38, 14, CODE	42.7	8,799	20,609
38, 14, SUBJ	0.0	0	302				
38, 14, ENR	44.7	135	302	38, 14, ENR	44.9	9,244	20,609
38, 14, ALL	42.4	128	302				
38, 15, CODE	40.4	113	280	38, 15, CODE	40.3	7,586	18,814
38, 15, SUBJ	0.0	0	280				
38, 15, ENR	41.8	117	280	38, 15, ENR	42.5	7,992	18,814
38, 15, ALL	39.3	110	280				
39A	94.6	6,718	7,098	39A	94.2	422,809	449,057
39B1	95.3	2,308	2,421	39B1	94.9	143,095	150,792
39B2	95.2	2,306	2,421	39B2	94.6	142,676	150,792
39B3	96.4	2,333	2,421	39B3	95.8	144,417	150,792
39B, ALL	93.5	2,264	2,421	39B, ALL	92.8	139,939	150,792
39B, ANY	97.4	2,358	2,421	39B, ANY	96.9	146,111	150,792
40	97.4	2,357	2,421	40	96.7	145,800	150,792
41	97.3	6,903	7,098	41	97.2	436,290	449,057
42	96.5	1,190	1,233	42	96.0	70,603	73,520
43	96.6	6,859	7,098	43	96.4	432,963	449,057
44	96.3	6,832	7,098	44	95.7	429,572	449,057
45	97.7	6,936	7,098	45	97.5	437,692	449,057
46	97.9	6,948	7,098	46	97.7	438,526	449,057
47A	97.6	6,926	7,098	47A	97.4	437,456	449,057
47B1	94.8	3,496	3,686	47B1	95.2	229,919	241,394
47B2	95.0	3,503	3,686	47B2	95.4	230,319	241,394
47B3	95.1	3,506	3,686	47B3	95.4	230,338	241,394
47B, ALL	94.5	3,485	3,686	47B, ALL	95.0	229,284	241,394
47B, ANY	95.3	3,512	3,686	47B, ANY	95.6	230,745	241,394
48	97.7	6,936	7,098	48	97.6	438,164	449,057
49	98.4	3,906	3,968	49	98.3	239,172	243,224
50A	95.8	3,096	3,233	50A	95.7	188,628	197,133
50B	95.9	2,800	2,919	50B	95.9	171,129	178,402
50C	90.7	2,932	3,233	50C	90.2	177,841	197,133
50D	94.6	3,060	3,233	50D	94.8	186,851	197,133
50E(1)	90.9	2,492	2,741	50E(1)	89.9	150,567	167,480
50E(2)	89.2	2,444	2,741	50E(2)	88.1	147,525	167,480
50E(3)	89.9	2,465	2,741	50E(3)	88.5	148,293	167,480
50E(4)	90.1	2,470	2,741	50E(4)	89.1	149,192	167,480
50E(5)	92.4	2,533	2,741	50E(5)	91.9	153,844	167,480
50E(6)	90.1	2,469	2,741	50E(6)	89.7	150,146	167,480
50E(7)	92.8	2,544	2,741	50E(7)	92.0	154,143	167,480
50E(8)	95.5	1,349	1,413	50E(8)	50.0	83,803	167,480

See notes at end of table.

Table C-25. Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
50E(8), SPEC	0.0	0	2,741				
50(E), ALL	45.1	1,235	2,741	50(E), ALL	45.4	76,080	167,480
50(E), ANY	95.4	2,615	2,741	50(E), ANY	95.2	159,468	167,480
51	78.6	5,580	7,098	51	78.6	352,997	449,057
52, HRS	96.7	6,864	7,098	52, HRS	96.7	434,382	449,057
52, MIN	96.7	6,864	7,098	52, MIN	96.7	434,382	449,057
53A	94.6	6,717	7,098	53A	95.0	426,385	449,057
53B	95.8	6,798	7,098	53B	96.0	431,198	449,057
54A	97.9	6,952	7,098	54A	97.6	438,342	449,057
54B	96.1	6,823	7,098	54B	96.1	431,574	449,057
55A	98.4	6,982	7,098	55A	98.3	441,284	449,057
55B	97.5	384	394	55B	97.6	26,099	26,736
55C	89.5	222	248	55C	89.1	15,638	17,548
56A	98.1	6,964	7,098	56A	98.0	440,242	449,057
56B	98.7	231	234	56B	98.8	16,468	16,666
56C	91.3	115	126	56C	92.7	9,082	9,792
57A	97.8	6,940	7,098	57A	97.5	437,852	449,057
57B	98.0	6,955	7,098	57B	97.8	439,205	449,057
57C	97.2	6,902	7,098	57C	97.0	435,485	449,057
57D	97.5	6,922	7,098	57D	97.4	437,240	449,057
57E	97.4	6,913	7,098	57E	97.3	436,970	449,057
57F	97.9	6,946	7,098	57F	97.6	438,503	449,057
57G	97.6	6,926	7,098	57G	97.4	437,424	449,057
57, ALL	95.9	6,809	7,098	57, ALL	95.8	430,059	449,057
57, ANY	98.1	6,966	7,098	57, ANY	98.0	440,005	449,057
58A	98.2	6,969	7,098	58A	98.1	440,414	449,057
58B	98.3	6,977	7,098	58B	98.2	440,779	449,057
58C	98.2	6,973	7,098	58C	98.1	440,523	449,057
58D	98.3	6,974	7,098	58D	98.1	440,439	449,057
58E	98.3	6,976	7,098	58E	98.1	440,733	449,057
58F	97.5	6,921	7,098	58F	97.2	436,557	449,057
58, ALL	97.4	6,910	7,098	58, ALL	97.0	435,755	449,057
58, ANY	98.4	6,981	7,098	58, ANY	98.2	441,073	449,057
59A	97.7	6,938	7,098	59A	97.5	437,784	449,057
59B	98.1	6,961	7,098	59B	97.8	439,264	449,057
59C	97.6	6,928	7,098	59C	97.4	437,240	449,057
59D	97.9	6,950	7,098	59D	97.7	438,875	449,057
59E	98.0	6,958	7,098	59E	97.8	439,133	449,057
59F	98.1	6,962	7,098	59F	97.8	439,351	449,057
59G	98.1	6,963	7,098	59G	97.9	439,775	449,057
59H	97.7	6,932	7,098	59H	97.4	437,336	449,057
59I	97.5	6,919	7,098	59I	97.2	436,443	449,057
59J	97.9	6,952	7,098	59J	97.7	438,918	449,057
59K	97.8	6,943	7,098	59K	97.6	438,386	449,057
59L	97.9	6,948	7,098	59L	97.5	437,748	449,057
59M	98.2	6,973	7,098	59M	97.9	439,695	449,057
59N	98.2	6,969	7,098	59N	97.9	439,459	449,057
59O	97.6	6,931	7,098	59O	97.5	437,797	449,057
59P	93.8	6,657	7,098	59P	93.2	418,352	449,057
59Q	98.4	6,985	7,098	59Q	98.1	440,708	449,057
59R	97.4	6,910	7,098	59R	97.0	435,510	449,057
59S	98.0	6,956	7,098	59S	97.8	439,075	449,057
59T	98.3	6,978	7,098	59T	98.1	440,333	449,057

See notes at end of table.

Table C-25. Item response rates for the Private School Teacher Questionnaire (SASS-4B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
59U	87.8	6,234	7,098	59U	88.4	396,838	449,057
59V	98.3	6,978	7,098	59V	98.1	440,341	449,057
59, ALL	81.4	5,778	7,098	59, ALL	81.4	365,623	449,057
59, ANY	98.6	6,998	7,098	59, ANY	98.4	441,772	449,057
60A	98.2	6,969	7,098	60A	97.9	439,589	449,057
60B	98.2	6,971	7,098	60B	97.9	439,844	449,057
60C	98.1	6,966	7,098	60C	97.8	439,385	449,057
60D	98.2	6,967	7,098	60D	97.8	439,244	449,057
60E	98.2	6,971	7,098	60E	97.9	439,724	449,057
60F	98.2	6,970	7,098	60F	97.9	439,489	449,057
60G	98.3	6,977	7,098	60G	98.0	439,957	449,057
60H	98.1	6,963	7,098	60H	97.8	439,359	449,057
60I	98.0	6,955	7,098	60I	97.7	438,576	449,057
60J	97.9	6,948	7,098	60J	97.6	438,168	449,057
60K	98.2	6,970	7,098	60K	97.9	439,795	449,057
60L	98.3	6,976	7,098	60L	98.0	440,280	449,057
60M	98.2	6,970	7,098	60M	97.8	439,343	449,057
60N	97.7	6,932	7,098	60N	97.4	437,234	449,057
60O	98.2	6,971	7,098	60O	98.0	439,937	449,057
60P	98.1	6,960	7,098	60P	97.8	439,332	449,057
60Q	98.2	6,972	7,098	60Q	97.9	439,734	449,057
60R	98.2	6,967	7,098	60R	97.9	439,763	449,057
60, ALL	95.8	6,800	7,098	60, ALL	95.5	428,682	449,057
60, ANY	98.5	6,988	7,098	60, ANY	98.2	440,769	449,057
61A	98.2	6,973	7,098	61A	97.9	439,420	449,057
61B	98.3	6,978	7,098	61B	98.0	440,236	449,057
62A1	96.9	6,879	7,098	62A1	96.4	432,901	449,057
62A1, AMT	91.0	854	938	62A1, AMT	91.3	56,434	61,825
62A2	95.7	6,793	7,098	62A2	95.2	427,320	449,057
62A2, AMT	82.9	435	525	62A2, AMT	81.9	25,887	31,590
62A3	95.5	6,782	7,098	62A3	95.0	426,754	449,057
62A3, AMT	89.9	1,328	1,478	62A3, AMT	88.1	77,016	87,426
62B1	87.6	6,220	7,098	62B1	86.4	388,154	449,057
62B2	96.5	6,850	7,098	62B2	96.0	431,254	449,057
62B2, AMT	92.1	1,529	1,661	62B2, AMT	90.6	92,127	101,643
62B3	96.4	6,846	7,098	62B3	96.0	431,002	449,057
62B3, AMT	91.1	555	609	62B3, AMT	90.1	35,721	39,636
62B4	97.1	6,895	7,098	62B4	96.8	434,485	449,057
62B4, AMT	83.1	1,368	1,647	62B4, AMT	81.3	83,188	102,291
62B5	96.5	1,589	1,647	62B5	95.7	97,943	102,291
63	97.0	6,884	7,098	63	96.7	434,254	449,057
64	98.0	6,959	7,098	64	97.8	438,964	449,057
65A	96.4	6,841	7,098	65A	96.3	432,616	449,057
65B	87.9	51	58	65B	86.4	2,613	3,025
66	89.1	6,324	7,098	66	88.3	396,691	449,057
67	97.1	6,895	7,098	67	96.9	435,342	449,057
70	86.3	6,129	7,098				
71	97.6	6,931	7,098				

NOTE: SASS-4B is the Private School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Teacher Survey," 1999–2000, preliminary response rate file.

Table C-26. Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
1A	100.0	373	373	1A	100.0	2,353	2,353
1B	100.0	373	373	1B	100.0	2,353	2,353
1C	100.0	12	12	1C	100.0	137	137
2	72.2	13	18	2	84.4	145	172
3A	88.2	329	373	3A	89.2	2,099	2,353
3B		0	0	3B		0	0
3C		0	0	3C		0	0
3D		0	0	3D		0	0
4A	100.0	373	373	4A	100.0	2,353	2,353
4A, OTH	0.0	0	9				
4B	100.0	373	373	4B	100.0	2,353	2,353
4C, TITLE	85.7	6	7				
4C, CODE	100.0	7	7	4C, CODE	100.0	40	40
4D	85.7	6	7				
4E	100.0	7	7	4E	100.0	40	40
4F	100.0	1	1	4F	100.0	6	6
4F, OTH	.	0	0	5	100.0	2,353	2,353
5	100.0	373	373	6A	90.0	2,117	2,353
6A	89.3	333	373	6B	86.5	2,035	2,353
6B	85.5	319	373	7A	97.2	2,286	2,353
7A	97.1	362	373	7B	100.0	241	241
7B	100.0	43	43	7C	93.5	225	241
7C	95.3	41	43	8A	100.0	2,353	2,353
8A	100.0	373	373	8B	98.8	2,253	2,281
8B	98.1	356	363	8C, CODE	99.1	2,260	2,281
8C, CODE	98.3	357	363				
8C, FIELD	96.1	349	363				
8D	98.3	357	363	8D	98.9	2,257	2,281
8E, CODE	96.8	122	126	8E, CODE	98.0	770	786
8E, FIELD	93.7	118	126				
8F	96.4	350	363	8F	97.0	2,214	2,281
8G, CODE	97.9	184	188	8G, CODE	98.5	1,092	1,108
8G, FIELD	95.7	180	188				
9A, NAME	98.9	359	363				
9A, CODE	98.6	358	363				
9B, CITY	98.6	358	363				
9B, CODE	98.9	359	363				
10A	98.1	356	363	10A	98.9	2,255	2,281
10B, CODE	98.5	133	135	10B, CODE	98.5	822	835
10B, FIELD	96.3	130	135				
10C	97.0	131	135	10C	97.6	815	835
11A	99.2	370	373	11A	99.6	2,342	2,353
11B, ANY	98.5	66	67	11B, ANY	99.5	435	438
11C1, CODE	92.3	36	39	11C1, CODE	94.9	193	204
11C1, FIELD	92.3	36	39				
11D1, YEAR	87.2	34	39	11D1, YEAR	87.8	179	204
11C2, CODE	87.5	14	16	11C2, CODE	91.8	93	101
11C2, FIELD	87.5	14	16				
11D2, YEAR	81.3	13	16	11D2, YEAR	84.1	85	101
11C3, CODE	88.9	8	9	11C3, CODE	98.1	109	111
11C3, FIELD	88.9	8	9				
11D3, YEAR	55.6	5	9	11D3, YEAR	87.4	97	111
11C4, CODE	100.0	10	10	11C4, CODE	100.0	48	48

See notes at end of table.

Table C-26. Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
11C4, FIELD	100.0	10	10				
11D4, YEAR	80.0	8	10	11D4, YEAR	85.6	41	48
11C5, CODE	100.0	3	3	11C5, CODE	100.0	16	16
11C5, FIELD	100.0	3	3				
11D5, YEAR	66.7	2	3	11D5, YEAR	85.5	14	16
11C6, CODE	100.0	3	3	11C6, CODE	100.0	18	18
11C6, FIELD	100.0	3	3				
11D6, YEAR	100.0	3	3	11D6, YEAR	100.0	18	18
12, CODE	100.0	373	373	12, CODE	100.0	2,353	2,353
12, FIELD	98.4	367	373				
13A	99.7	372	373	13A	99.7	2,346	2,353
13B	98.5	322	327	13B	99.1	2,065	2,084
13C	98.5	322	327	13C	99.1	2,065	2,084
13D	98.4	301	306	13D	99.3	1,944	1,958
13D, OTH	97.1	34	35				
14A	97.0	65	67	14A	97.1	383	395
14B	96.7	29	30	14B	97.2	172	177
14B, OTH	90.0	9	10				
15A	98.7	368	373	15A	99.1	2,332	2,353
15B, CODE	97.0	65	67	15B, CODE	96.5	395	410
15B, FIELD	100.0	67	67				
16A	95.5	64	67	16A	96.7	396	410
16B	100.0	31	31	16B	100.0	154	154
17A	99.5	371	373	17A	99.7	2,346	2,353
17B	94.3	82	87	17B	96.0	509	530
18	99.5	371	373	18	99.6	2,344	2,353
18, CODE	96.2	25	26	18, CODE	98.6	139	141
18, FIELD	100.0	26	26				
19A	99.7	372	373	19A	99.8	2,348	2,353
19B	100.0	373	373	19B	100.0	2,353	2,353
19C1	92.7	76	82	19C1	93.6	506	541
19C2	92.7	76	82	19C2	93.6	506	541
19C3	92.7	76	82	19C3	93.6	506	541
19C4	92.7	76	82	19C4	93.6	506	541
19C, ALL	92.7	76	82	19C, ALL	93.6	506	541
19C, ANY	92.7	76	82	19C, ANY	93.6	506	541
20	93.9	77	82	20	94.3	510	541
21A	95.1	78	82	21A	95.5	516	541
21B	95.1	78	82	21B	95.5	516	541
21C	95.1	78	82	21C	95.5	516	541
21D	93.9	77	82	21D	94.0	508	541
21E	95.1	78	82	21E	95.5	516	541
21F	95.1	78	82	21F	95.5	516	541
21G	95.1	78	82	21G	95.5	516	541
21, ALL	93.9	77	82	21, ALL	94.0	508	541
21, ANY	95.1	78	82	21, ANY	95.5	516	541
22	95.1	78	82	22	95.5	516	541
23A	95.1	78	82	23A	95.5	516	541
23B	93.9	77	82	23B	94.3	510	541
23C	95.1	78	82	23C	95.5	516	541
23D	95.1	78	82	23D	95.5	516	541
23E	95.1	78	82	23E	95.5	516	541
23F	93.9	77	82	23F	94.3	510	541

See notes at end of table.

Table C-26. Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
23, ALL	92.7	76	82	23, ALL	93.1	503	541
23, ANY	95.1	78	82	23, ANY	95.5	516	541
24A	93.9	77	82	24A	94.3	510	541
24B	95.1	78	82	24B	95.5	516	541
24C	95.1	78	82	24C	95.5	516	541
24D	93.9	77	82	24D	93.9	508	541
24, ALL	92.7	76	82	24, ALL	92.6	501	541
24, ANY	95.1	78	82	24, ANY	95.5	516	541
25A	95.1	78	82	25A	95.5	516	541
25B	94.1	16	17	25B	94.4	98	104
26	100.0	17	17	26	100.0	104	104
27A	99.2	370	373	27A	99.3	2,337	2,353
27B	98.4	367	373	27B	98.3	2,313	2,353
27C	97.9	365	373	27C	98.0	2,307	2,353
27D	98.7	368	373	27D	95.6	2,249	2,353
27E	98.9	369	373	27E	98.9	2,326	2,353
27F	98.7	368	373	27F	98.6	2,320	2,353
27G	97.6	364	373	27G	98.0	2,305	2,353
27H	99.7	372	373	27H	99.7	2,345	2,353
27I	99.5	371	373	27I	99.4	2,338	2,353
27, ALL	94.4	352	373	27, ALL	92.5	2,175	2,353
27, ANY	100.0	373	373	27, ANY	100.0	2,353	2,353
28A	100.0	373	373	28A	100.0	2,353	2,353
28A1	98.0	199	203	28A1	98.2	1,310	1,334
28A2	98.0	199	203	28A2	98.2	1,310	1,334
28B	100.0	373	373	28B	100.0	2,353	2,353
28B1	99.6	250	251	28B1	99.6	1,464	1,470
28B2	99.2	249	251	28B2	99.2	1,457	1,470
28C	99.5	371	373	28C	99.5	2,342	2,353
28C1	99.2	264	266	28C1	99.4	1,715	1,726
28C2	99.2	264	266	28C2	99.4	1,715	1,726
28D	99.7	372	373	28D	99.9	2,350	2,353
28D1	99.6	226	227	28D1	99.8	1,444	1,446
28D2	99.6	226	227	28D2	99.8	1,444	1,446
28E	98.9	369	373	28E	99.1	2,332	2,353
28E(1)	98.3	235	239	28E(1)	98.7	1,542	1,562
28E(2)	98.3	235	239	28E(2)	98.7	1,542	1,562
28F	99.2	370	373	28F	99.6	2,344	2,353
28F1	98.3	178	181	28F1	98.8	1,106	1,119
28F2	98.3	178	181	28F2	98.7	1,105	1,119
28G	94.9	354	373	28G	96.3	2,266	2,353
28G, SPEC	93.8	106	113				
29	96.0	358	373	29	96.9	2,279	2,353
30A	97.3	363	373	30A	97.8	2,300	2,353
30B	96.8	361	373	30B	97.8	2,300	2,353
30C	97.3	363	373	30C	98.1	2,308	2,353
30D	96.8	361	373	30D	97.7	2,297	2,353
30E	97.1	362	373	30E	97.7	2,300	2,353
30F	96.5	360	373	30F	97.3	2,288	2,353
30, ALL	95.7	357	373	30, ALL	96.7	2,275	2,353
30, ANY	97.9	365	373	30, ANY	98.5	2,317	2,353
31A	97.6	364	373	31A	97.9	2,302	2,353
31B	97.6	364	373	31B	97.8	2,300	2,353

See notes at end of table.

Table C-26. Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
31C	97.3	363	373	31C	97.7	2,297	2,353
31, ALL	96.8	361	373	31, ALL	97.1	2,285	2,353
31, ANY	98.1	366	373	31, ANY	98.4	2,314	2,353
32, FRST	98.7	368	373	32, FRST	99.2	2,333	2,353
32, SCND	97.9	365	373	32, SCND	98.3	2,312	2,353
32, THRD	97.1	362	373	32, THRD	97.3	2,289	2,353
33	100.0	373	373	33	100.0	2,353	2,353
34A	98.4	367	373	34A	98.9	2,327	2,353
34B	98.9	369	373	34B	99.2	2,334	2,353
35	97.7	216	221	35	98.1	1,392	1,419
36A	93.2	206	221	36A	95.7	1,358	1,419
36B	93.2	206	221	36B	95.3	1,353	1,419
36C	92.3	204	221	36C	94.2	1,337	1,419
36D	92.3	204	221	36D	94.2	1,337	1,419
36, ALL	91.9	203	221	36, ALL	94.1	1,335	1,419
36, ANY	93.7	207	221	36, ANY	95.8	1,360	1,419
37	5.3	8	152	37	11.5	107	933
38, 1, CODE	94.7	144	152	38, 1, CODE	95.8	894	933
38, 1, SUBJ	96.1	146	152				
38, 1, ENR	86.2	131	152	38, 1, ENR	87.4	816	933
38, 1, ALL	85.5	130	152				
38, 2, CODE	86.7	130	150	38, 2, CODE	88.0	752	854
38, 2, SUBJ	86.0	129	150				
38, 2, ENR	84.0	126	150	38, 2, ENR	84.6	723	854
38, 2, ALL	84.0	126	150				
38, 3, CODE	76.4	113	148	38, 3, CODE	79.3	670	845
38, 3, SUBJ	83.8	124	148				
38, 3, ENR	82.4	122	148	38, 3, ENR	83.6	707	845
38, 3, ALL	73.6	109	148				
38, 4, CODE	79.7	102	128	38, 4, CODE	82.7	610	738
38, 4, SUBJ	79.7	102	128				
38, 4, ENR	78.1	100	128	38, 4, ENR	79.8	589	738
38, 4, ALL	76.6	98	128				
38, 5, CODE	82.7	86	104	38, 5, CODE	87.8	537	611
38, 5, SUBJ	84.6	88	104				
38, 5, ENR	81.7	85	104	38, 5, ENR	86.4	528	611
38, 5, ALL	79.8	83	104				
38, 6, CODE	77.4	48	62	38, 6, CODE	82.8	292	353
38, 6, SUBJ	77.4	48	62				
38, 6, ENR	77.4	48	62	38, 6, ENR	82.2	290	353
38, 6, ALL	75.8	47	62				
38, 7, CODE	63.0	17	27	38, 7, CODE	66.5	88	133
38, 7, SUBJ	66.7	18	27	38, 7, SUBJ	69.7	93	133
38, 7, ENR	63.0	17	27	38, 7, ENR	66.5	88	133
38, 7, ALL	63.0	17	27				
38, 8, CODE	55.6	10	18	38, 8, CODE	59.2	54	91
38, 8, SUBJ	61.1	11	18				
38, 8, ENR	55.6	10	18	38, 8, ENR	59.2	54	91
38, 8, ALL	55.6	10	18				
38, 9, CODE	66.7	10	15	38, 9, CODE	61.8	46	75
38, 9, SUBJ	73.3	11	15				
38, 9, ENR	66.7	10	15	38, 9, ENR	61.8	46	75
38, 9, ALL	66.7	10	15				

See notes at end of table.

Table C-26. Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
38, 10, CODE	66.7	8	12	38, 10, CODE	62.9	37	59
38, 10, SUBJ	75.0	9	12				
38, 10, ENR	66.7	8	12	38, 10, ENR	62.9	37	59
38, 10, ALL	66.7	8	12				
38, 11, CODE	60.0	6	10	38, 11, CODE	57.2	29	51
38, 11, SUBJ	70.0	7	10				
38, 11, ENR	60.0	6	10	38, 11, ENR	57.2	29	51
38, 11, ALL	60.0	6	10				
38, 12, CODE	55.6	5	9	38, 12, CODE	51.0	23	45
38, 12, SUBJ	66.7	6	9				
38, 12, ENR	55.6	5	9	38, 12, ENR	51.0	23	45
38, 12, ALL	55.6	5	9				
38, 13, CODE	50.0	3	6	38, 13, CODE	48.3	16	34
38, 13, SUBJ	50.0	3	6				
38, 13, ENR	50.0	3	6	38, 13, ENR	48.3	16	34
38, 13, ALL	50.0	3	6				
38, 14, CODE	40.0	2	5	38, 14, CODE	42.0	13	30
38, 14, SUBJ	40.0	2	5				
38, 14, ENR	40.0	2	5	38, 14, ENR	42.0	13	30
38, 14, ALL	40.0	2	5				
38, 15, CODE	40.0	2	5	38, 15, CODE	42.0	13	30
38, 15, SUBJ	40.0	2	5				
38, 15, ENR	40.0	2	5	38, 15, ENR	42.0	13	30
38, 15, ALL	40.0	2	5				
39A	89.8	335	373	39A	91.6	2,156	2,353
39B1	97.3	321	330	39B1	97.6	2,008	2,057
39B2	97.0	320	330	39B2	97.1	1,997	2,057
39B3	96.7	319	330	39B3	97.1	1,998	2,057
39B, ALL	95.2	314	330	39B, ALL	94.9	1,953	2,057
39B, ANY	98.2	324	330	39B, ANY	98.7	2,031	2,057
40	97.9	323	330	40	98.4	2,024	2,057
41	92.0	343	373	41	93.1	2,190	2,353
42	98.3	173	176	42	99.1	1,156	1,167
43	97.1	362	373	43	97.3	2,290	2,353
44	97.9	365	373	44	98.8	2,324	2,353
45	97.9	365	373	45	98.4	2,315	2,353
46	97.9	365	373	46	98.3	2,312	2,353
47A	97.3	363	373	47A	97.3	2,289	2,353
47B1	94.1	224	238	47B1	95.2	1,578	1,657
47B2	94.5	225	238	47B2	95.6	1,583	1,657
47B3	95.0	226	238	47B3	96.0	1,591	1,657
47B, ALL	94.1	224	238	47B, ALL	95.2	1,578	1,657
47B, ANY	95.0	226	238	47B, ANY	96.0	1,591	1,657
48	98.4	367	373	48	98.9	2,327	2,353
49	99.3	287	289	49	99.8	1,672	1,675
50A	97.6	249	255	50A	98.6	1,434	1,453
50B	97.6	247	253	50B	98.6	1,420	1,440
50C	94.1	240	255	50C	95.5	1,387	1,453
50D	97.6	249	255	50D	98.6	1,433	1,453
50E(1)	89.5	196	219	50E(1)	91.7	1,152	1,256
50E(2)	90.0	197	219	50E(2)	91.9	1,153	1,256
50E(3)	91.8	201	219	50E(3)	94.2	1,183	1,256
50E(4)	90.4	198	219	50E(4)	91.4	1,148	1,256

See notes at end of table.

Table C-26. Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
50E(5)	93.6	205	219	50E(5)	94.7	1,189	1,256
50E(6)	88.6	194	219	50E(6)	89.6	1,124	1,256
50E(7)	95.0	208	219	50E(7)	96.2	1,208	1,256
50E(8)	54.3	119	219	50E(8)	59.0	741	1,256
50E(8), SPEC	15.5	34	219				
50E, ALL	50.2	110	219	50E, ALL	53.9	677	1,256
50E, ANY	96.3	211	219	50E, ANY	97.4	1,223	1,256
51	84.5	315	373	51	84.1	1,979	2,353
52, HRS	98.7	368	373	52, HRS	99.0	2,329	2,353
52, MIN	98.7	368	373	52, MIN	99.0	2,329	2,353
53A	96.8	361	373	53A	97.4	2,292	2,353
53B	96.8	361	373	53B	98.2	2,310	2,353
54A	98.7	368	373	54A	99.2	2,333	2,353
54B	97.1	362	373	54B	97.7	2,298	2,353
55A	99.2	370	373	55A	99.7	2,345	2,353
55B	96.8	90	93	55B	98.2	506	516
55C	96.2	51	53	55C	94.8	268	283
56A	98.9	369	373	56A	99.5	2,340	2,353
56B	100.0	42	42	56B	100.0	231	231
56C	95.2	20	21	56C	96.8	127	131
57A	98.7	368	373	57A	99.3	2,337	2,353
57B	98.7	368	373	57B	99.3	2,337	2,353
57C	98.7	368	373	57C	99.3	2,337	2,353
57D	98.7	368	373	57D	99.3	2,337	2,353
57E	98.7	368	373	57E	99.3	2,337	2,353
57F	98.7	368	373	57F	99.3	2,337	2,353
57G	98.1	366	373	57G	98.8	2,325	2,353
57, ALL	98.1	366	373	57, ALL	98.8	2,325	2,353
57, ANY	98.7	368	373	57, ANY	99.3	2,337	2,353
58A	99.2	370	373	58A	99.7	2,345	2,353
58B	98.9	369	373	58B	99.5	2,340	2,353
58C	99.2	370	373	58C	99.7	2,345	2,353
58D	99.2	370	373	58D	99.7	2,345	2,353
58E	99.2	370	373	58E	99.7	2,345	2,353
58F	98.7	368	373	58F	99.1	2,330	2,353
58, ALL	98.4	367	373	58, ALL	98.8	2,325	2,353
58, ANY	99.2	370	373	58, ANY	99.7	2,345	2,353
59A	97.6	364	373	59A	97.9	2,303	2,353
59B	97.6	364	373	59B	97.9	2,304	2,353
59C	98.1	366	373	59C	98.5	2,318	2,353
59D	97.9	365	373	59D	98.4	2,316	2,353
59E	97.9	365	373	59E	98.4	2,316	2,353
59F	97.9	365	373	59F	98.4	2,316	2,353
59G	97.9	365	373	59G	98.4	2,316	2,353
59H	97.6	364	373	59H	98.1	2,307	2,353
59I	97.3	363	373	59I	97.8	2,300	2,353
59J	97.9	365	373	59J	98.4	2,316	2,353
59K	97.3	363	373	59K	97.8	2,302	2,353
59L	97.6	364	373	59L	97.9	2,302	2,353
59M	98.4	367	373	59M	98.8	2,324	2,353
59N	98.4	367	373	59N	98.8	2,324	2,353
59O	98.1	366	373	59O	98.7	2,323	2,353
59P	98.4	367	373	59P	98.8	2,324	2,353

See notes at end of table.

Table C-26. Item response rates for the Indian School Teacher Questionnaire (SASS-4C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
59Q	98.4	367	373	59Q	98.8	2,324	2,353
59R	97.9	365	373	59R	98.3	2,312	2,353
59S	97.6	364	373	59S	97.8	2,302	2,353
59T	98.4	367	373	59T	98.8	2,324	2,353
59U	97.1	362	373	59U	97.5	2,294	2,353
59V	98.1	366	373	59V	98.6	2,319	2,353
59, ALL	93.0	347	373	59, ALL	93.7	2,205	2,353
59, ANY	98.4	367	373	59, ANY	98.8	2,324	2,353
60A	98.4	367	373	60A	98.7	2,322	2,353
60B	98.4	367	373	60B	98.7	2,322	2,353
60C	98.1	366	373	60C	98.5	2,318	2,353
60D	98.7	368	373	60D	99.0	2,330	2,353
60E	98.7	368	373	60E	99.0	2,330	2,353
60F	98.4	367	373	60F	98.7	2,322	2,353
60G	98.4	367	373	60G	98.9	2,326	2,353
60H	97.6	364	373	60H	98.0	2,305	2,353
60I	97.9	365	373	60I	98.1	2,307	2,353
60J	97.9	365	373	60J	98.2	2,310	2,353
60K	97.9	365	373	60K	98.2	2,310	2,353
60L	98.7	368	373	60L	99.0	2,330	2,353
60M	97.9	365	373	60M	98.1	2,309	2,353
60N	98.1	366	373	60N	98.4	2,315	2,353
60O	98.7	368	373	60O	99.0	2,330	2,353
60P	98.4	367	373	60P	98.8	2,323	2,353
60Q	98.7	368	373	60Q	99.0	2,330	2,353
60R	98.4	367	373	60R	98.8	2,323	2,353
60, ALL	95.4	356	373	60, ALL	96.0	2,257	2,353
60, ANY	98.7	368	373	60, ANY	99.0	2,330	2,353
61A	98.9	369	373	61A	99.4	2,339	2,353
61B	98.4	367	373	61B	98.8	2,324	2,353
62A1	98.4	367	373	62A1	98.8	2,324	2,353
62A1, AMT	83.6	56	67	62A1, AMT	88.8	489	550
62A2	96.2	359	373	62A2	92.0	2,164	2,353
62A2, AMT	80.6	29	36	62A2, AMT	86.3	230	266
62A3	96.5	360	373	62A3	94.6	2,225	2,353
62A3, AMT	91.1	51	56	62A3, AMT	94.2	327	348
62B1	87.9	328	373	62B1	90.1	2,121	2,353
62B2	98.4	367	373	62B2	99.1	2,332	2,353
62B2, AMT	94.4	101	107	62B2, AMT	95.4	623	653
62B3	98.4	367	373	62B3	99.0	2,330	2,353
62B3, AMT	90.5	19	21	62B3, AMT	87.8	98	112
62B4	98.4	367	373	62B4	98.6	2,320	2,353
62B4, AMT	83.7	41	49	62B4, AMT	84.5	226	268
62B5	100.0	49	49	62B5	100.0	268	268
63	98.1	366	373	63	98.6	2,320	2,353
64	98.7	368	373	64	99.3	2,336	2,353
65A	97.3	363	373	65A	98.4	2,314	2,353
65B	96.0	169	176	65B	97.2	1,050	1,081
66	93.6	349	373	66	94.4	2,221	2,353
67	99.5	371	373	67	99.8	2,347	2,353
70	91.2	340	373				
71	98.4	367	373				

NOTE: SASS-4C is the Indian School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Teacher Survey," 1999–2000, preliminary response rate file.

Table C-27. Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
1A	99.4	2,829	2,847	1A	99.3	17,361	17,477
1B	99.4	2,831	2,847	1B	99.4	17,373	17,477
1C	100.0	113	113	1C	100.0	581	581
2	88.7	353	398	2	87.7	2,043	2,330
3A	96.1	2,735	2,847	3A	95.5	16,688	17,477
3B	92.0	2,619	2,847	3B	91.7	16,028	17,477
3C	91.4	774	847	3C	91.6	5,597	6,110
3D	90.4	293	324	3D	90.9	2,284	2,512
4A	99.9	2,844	2,847	4A	99.9	17,455	17,477
4A, OTH	0.0	0	111				
4B	99.9	2,845	2,847	4B	99.9	17,463	17,477
4C, TITLE	89.3	117	131				
4C, CODE	47.3	62	131	4C, CODE	38.3	266	695
4D	90.1	118	131	4D	90.5	629	695
4E	90.1	118	131	4E	90.5	629	695
4F	81.6	31	38	4F	82.4	174	212
4F, OTH	66.7	6	9				
5	100.0	2,847	2,847	5	100.0	17,477	17,477
6A	91.6	2,609	2,847	6A	92.0	16,078	17,477
6B	87.7	2,496	2,847	6B	87.2	15,238	17,477
7A	97.6	2,778	2,847	7A	97.5	17,037	17,477
7B	96.2	558	580	7B	96.2	3,358	3,490
7C	90.2	523	580	7C	89.9	3,137	3,490
8A	100.0	2,846	2,847	8A	100.0	17,472	17,477
8B	99.1	2,719	2,744	8B	98.9	16,753	16,941
8C, CODE	99.1	2,719	2,744	8C, CODE	98.9	16,757	16,941
8C, FIELD	96.2	2,639	2,744				
8D	97.2	2,666	2,744	8D	97.0	16,430	16,941
8E, CODE	95.9	733	764	8E, CODE	96.1	4,185	4,356
8E, FIELD	91.2	697	764				
8F	96.1	2,638	2,744	8F	96.0	16,258	16,941
8G, CODE	99.1	1,196	1,207	8G, CODE	99.2	7,043	7,102
8G, FIELD	96.1	1,160	1,207				
9A, NAME	99.3	2,726	2,744				
9A, CODE	96.1	2,636	2,744				
9B, CITY	98.9	2,714	2,744				
9B, CODE	99.4	2,727	2,744				
10A	99.3	2,724	2,744	10A	99.2	16,804	16,941
10B, CODE	99.5	826	830	10B, CODE	99.4	5,112	5,145
10B, FIELD	97.2	807	830				
10C	97.6	810	830	10C	97.6	5,020	5,145
11A	98.7	2,811	2,847	11A	98.4	17,189	17,477
11B, ANY	97.1	469	483	11B, ANY	97.9	2,742	2,802
11C1, CODE	93.2	261	280	11C1, CODE	93.8	1,512	1,613
11C1, FIELD	88.6	248	280				
11D1, YEAR	88.9	249	280	11D1, YEAR	89.1	1,436	1,613
11C2, CODE	94.7	71	75	11C2, CODE	96.5	387	401
11C2, FIELD	94.7	71	75				
11D2, YEAR	89.3	67	75	11D2, YEAR	89.2	358	401
11C3, CODE	100.0	35	35	11C3, CODE	100.0	182	182
11C3, FIELD	94.3	33	35				
11D3, YEAR	97.1	34	35	11D3, YEAR	97.8	179	182
11C4, CODE	91.3	73	80	11C4, CODE	91.3	453	496

See notes at end of table.

Table C-27. Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
11C4, FIELD	88.8	71	80				
11D4, YEAR	82.5	66	80	11D4, YEAR	79.1	392	496
11C5, CODE	100.0	32	32	11C5, CODE	100.0	192	192
11C5, FIELD	96.9	31	32				
11D5, YEAR	84.4	27	32	11D5, YEAR	88.8	170	192
11C6, CODE	100.0	44	44	11C6, CODE	100.0	213	213
11C6, FIELD	93.2	41	44				
11D6, YEAR	97.7	43	44	11D6, YEAR	99.1	211	213
12, CODE	99.5	2,833	2,847	12, CODE	99.7	17,417	17,477
12, FIELD	95.1	2,708	2,847				
13A	100.0	2,847	2,847	13A	100.0	17,477	17,477
13B	99.0	1,993	2,014	13B	98.9	12,633	12,768
13C	99.0	1,993	2,014	13C	98.9	12,633	12,768
13D	99.5	1,537	1,544	13D	99.4	9,973	10,031
13D, OTH	99.0	99	100				
14A	96.3	1,255	1,303	14A	96.4	7,179	7,445
14B	93.9	462	492	14B	93.2	2,662	2,857
14B, OTH	12.2	9	74				
15A	98.8	2,814	2,847	15A	98.8	17,270	17,477
15B, CODE	97.3	744	765	15B, CODE	97.7	4,029	4,122
15B, FIELD	95.4	730	765				
16A	98.6	754	765	16A	98.6	4,064	4,122
16B	95.9	231	241	16B	95.4	1,270	1,331
17A	98.8	2,812	2,847	17A	98.9	17,287	17,477
17B	96.0	483	503	17B	96.4	3,000	3,110
18	98.9	2,815	2,847	18	98.9	17,276	17,477
18, CODE	97.7	336	344	18, CODE	98.3	1,999	2,033
18, FIELD	98.3	338	344				
19A	99.0	2,819	2,847	19A	99.1	17,318	17,477
19B	99.9	2,845	2,847	19B	99.9	17,463	17,477
19C1	95.5	1,391	1,457	19C1	95.8	8,279	8,641
19C2	95.5	1,391	1,457	19C2	95.8	8,278	8,641
19C3	95.4	1,390	1,457	19C3	95.8	8,280	8,641
19C4	95.3	1,389	1,457	19C4	95.7	8,268	8,641
19C, ALL	94.9	1,382	1,457	19C, ALL	95.3	8,233	8,641
19C, ANY	95.6	1,393	1,457	19C, ANY	95.9	8,291	8,641
20	95.2	1,387	1,457	20	95.3	8,237	8,641
21A	96.4	1,404	1,457	21A	96.4	8,333	8,641
21B	96.2	1,402	1,457	21B	96.5	8,339	8,641
21C	96.2	1,402	1,457	21C	96.4	8,332	8,641
21D	94.6	1,378	1,457	21D	94.9	8,203	8,641
21E	96.4	1,404	1,457	21E	96.6	8,347	8,641
21F	96.4	1,404	1,457	21F	96.6	8,351	8,641
21G	96.1	1,400	1,457	21G	96.4	8,327	8,641
21, ALL	93.8	1,367	1,457	21, ALL	94.1	8,129	8,641
21, ANY	96.5	1,406	1,457	21, ANY	96.7	8,359	8,641
22	95.2	1,387	1,457	22	95.5	8,255	8,641
23A	96.4	1,404	1,457	23A	96.7	8,353	8,641
23B	96.3	1,403	1,457	23B	96.6	8,346	8,641
23C	96.2	1,401	1,457	23C	96.3	8,318	8,641
23D	96.4	1,404	1,457	23D	96.7	8,353	8,641
23E	96.4	1,405	1,457	23E	96.7	8,358	8,641
23F	96.3	1,403	1,457	23F	96.5	8,341	8,641

See notes at end of table.

Table C-27. Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
23, ALL	95.6	1,393	1,457	23, ALL	95.7	8,265	8,641
23, ANY	96.6	1,407	1,457	23, ANY	96.8	8,369	8,641
24A	95.8	1,396	1,457	24A	96.2	8,314	8,641
24B	96.1	1,400	1,457	24B	96.5	8,337	8,641
24C	96.2	1,402	1,457	24C	96.4	8,333	8,641
24D	96.0	1,398	1,457	24D	96.3	8,321	8,641
24, ALL	95.0	1,384	1,457	24, ALL	95.5	8,248	8,641
24, ANY	96.4	1,404	1,457	24, ANY	96.7	8,352	8,641
25A	96.2	1,402	1,457	25A	96.5	8,340	8,641
25B	96.3	593	616	25B	96.5	3,764	3,901
26	96.3	593	616	26	96.6	3,769	3,901
27A	98.9	2,817	2,847	27A	98.9	17,289	17,477
27B	97.5	2,776	2,847	27B	97.3	16,998	17,477
27C	98.2	2,796	2,847	27C	98.3	17,178	17,477
27D	98.3	2,798	2,847	27D	98.4	17,192	17,477
27E	98.8	2,813	2,847	27E	98.7	17,251	17,477
27F	98.2	2,797	2,847	27F	98.2	17,155	17,477
27G	97.8	2,783	2,847	27G	97.6	17,063	17,477
27H	99.3	2,828	2,847	27H	99.3	17,350	17,477
27I	98.6	2,806	2,847	27I	98.5	17,216	17,477
27, ALL	95.2	2,709	2,847	27, ALL	95.0	16,601	17,477
27, ANY	99.7	2,839	2,847	27, ANY	99.7	17,419	17,477
28A	99.6	2,835	2,847	28A	99.6	17,399	17,477
28A1	97.7	1,426	1,460	28A1	97.6	9,279	9,504
28A2	97.7	1,426	1,460	28A2	97.6	9,279	9,504
28B	99.2	2,824	2,847	28B	99.1	17,326	17,477
28B1	98.3	1,702	1,731	28B1	98.0	10,864	11,082
28B2	98.3	1,702	1,731	28B2	98.0	10,864	11,082
28C	99.5	2,833	2,847	28C	99.4	17,376	17,477
28C1	98.6	1,943	1,971	28C1	98.5	12,283	12,476
28C2	98.6	1,943	1,971	28C2	98.5	12,283	12,476
28D	99.5	2,833	2,847	28D	99.4	17,378	17,477
28D1	99.0	1,481	1,496	28D1	99.0	9,619	9,718
28D2	99.0	1,481	1,496	28D2	99.0	9,619	9,718
28E	99.3	2,827	2,847	28E	99.2	17,343	17,477
28E(1)	97.7	1,594	1,631	28E(1)	97.6	10,204	10,460
28E(2)	97.7	1,593	1,631	28E(2)	97.5	10,201	10,460
28F	99.3	2,827	2,847	28F	99.3	17,353	17,477
28F1	97.9	1,469	1,500	28F1	98.4	8,987	9,136
28F2	97.9	1,469	1,500	28F2	98.4	8,987	9,136
28G	93.9	2,674	2,847	28G	93.9	16,417	17,477
28G, SPEC	90.8	665	732				
29	95.7	2,724	2,847	29	95.9	16,762	17,477
30A	96.7	2,752	2,847	30A	96.9	16,938	17,477
30B	96.3	2,742	2,847	30B	96.6	16,889	17,477
30C	95.8	2,728	2,847	30C	96.1	16,797	17,477
30D	94.6	2,692	2,847	30D	94.6	16,540	17,477
30E	95.6	2,723	2,847	30E	95.6	16,715	17,477
30F	95.4	2,716	2,847	30F	95.4	16,681	17,477
30, ALL	92.6	2,635	2,847	30, ALL	92.5	16,174	17,477
30, ANY	97.5	2,775	2,847	30, ANY	97.8	17,095	17,477
31A	96.9	2,758	2,847	31A	97.0	16,955	17,477
31B	96.7	2,754	2,847	31B	97.0	16,949	17,477

See notes at end of table.

Table C-27. Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
31C	95.2	2,709	2,847	31C	95.5	16,683	17,477
31, ALL	94.8	2,699	2,847	31, ALL	95.0	16,602	17,477
31, ANY	97.1	2,765	2,847	31, ANY	97.4	17,017	17,477
32, FRST	98.2	2,796	2,847	32, FRST	98.4	17,194	17,477
32, SCND	97.7	2,782	2,847	32, SCND	98.1	17,137	17,477
32, THRD	96.7	2,754	2,847	32, THRD	97.1	16,975	17,477
33	100.0	2,847	2,847	33	100.0	17,477	17,477
34A	97.8	2,783	2,847	34A	97.7	17,072	17,477
34B	97.8	2,785	2,847	34B	97.8	17,089	17,477
35	97.4	1,546	1,587	35	97.3	10,136	10,415
36A	91.9	1,459	1,587	36A	91.4	9,524	10,415
36B	91.7	1,455	1,587	36B	91.2	9,501	10,415
36C	90.9	1,443	1,587	36C	90.6	9,434	10,415
36D	91.4	1,451	1,587	36D	90.8	9,458	10,415
36, ALL	88.7	1,408	1,587	36, ALL	87.9	9,155	10,415
36, ANY	94.6	1,502	1,587	36, ANY	94.0	9,791	10,415
37	15.9	200	1,260	37	14.9	1,049	7,062
38, 1, CODE	95.4	1,202	1,260	38, 1, CODE	94.9	6,699	7,062
38, 1, SUBJ	94.8	1,194	1,260				
38, 1, ENR	94.0	1,184	1,260	38, 1, ENR	93.4	6,594	7,062
38, 1, ALL	92.9	1,170	1,260				
38, 2, CODE	88.1	1,077	1,223	38, 2, CODE	87.4	6,016	6,883
38, 2, SUBJ	86.4	1,057	1,223				
38, 2, ENR	86.9	1,063	1,223	38, 2, ENR	86.4	5,945	6,883
38, 2, ALL	85.8	1,049	1,223				
38, 3, CODE	83.8	955	1,140	38, 3, CODE	82.8	5,347	6,455
38, 3, SUBJ	81.5	929	1,140				
38, 3, ENR	82.7	943	1,140	38, 3, ENR	81.7	5,274	6,455
38, 3, ALL	81.8	933	1,140				
38, 4, CODE	79.4	804	1,012	38, 4, CODE	78.5	4,556	5,807
38, 4, SUBJ	77.6	785	1,012				
38, 4, ENR	79.4	804	1,012	38, 4, ENR	78.6	4,562	5,807
38, 4, ALL	78.6	795	1,012				
38, 5, CODE	79.2	638	806	38, 5, CODE	79.5	3,673	4,619
38, 5, SUBJ	77.4	624	806				
38, 5, ENR	79.5	641	806	38, 5, ENR	79.7	3,680	4,619
38, 5, ALL	78.2	630	806				
38, 6, CODE	72.0	408	567	38, 6, CODE	73.7	2,402	3,261
38, 6, SUBJ	69.8	396	567				
38, 6, ENR	72.1	409	567	38, 6, ENR	73.6	2,399	3,261
38, 6, ALL	71.1	403	567				
38, 7, CODE	61.3	228	372	38, 7, CODE	61.6	1,279	2,076
38, 7, SUBJ	58.3	217	372				
38, 7, ENR	61.6	229	372	38, 7, ENR	60.9	1,265	2,076
38, 7, ALL	59.9	223	372				
38, 8, CODE	52.8	153	290	38, 8, CODE	54.0	886	1,640
38, 8, SUBJ	50.7	147	290				
38, 8, ENR	53.1	154	290	38, 8, ENR	53.6	879	1,640
38, 8, ALL	51.7	150	290				
38, 9, CODE	48.0	120	250	38, 9, CODE	49.3	718	1,456
38, 9, SUBJ	46.0	115	250				
38, 9, ENR	49.2	123	250	38, 9, ENR	50.4	734	1,456
38, 9, ALL	47.6	119	250				

See notes at end of table.

Table C-27. Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
38, 10, CODE	45.1	101	224	38, 10, CODE	47.6	635	1,334
38, 10, SUBJ	42.9	96	224				
38, 10, ENR	45.1	101	224	38, 10, ENR	47.3	631	1,334
38, 10, ALL	44.6	100	224				
38, 11, CODE	54.5	109	200	38, 11, CODE	54.5	656	1,204
38, 11, SUBJ	52.5	105	200				
38, 11, ENR	53.5	107	200	38, 11, ENR	54.0	650	1,204
38, 11, ALL	53.0	106	200				
38, 12, CODE	48.4	89	184	38, 12, CODE	46.3	505	1,091
38, 12, SUBJ	45.1	83	184				
38, 12, ENR	47.8	88	184	38, 12, ENR	46.1	503	1,091
38, 12, ALL	47.3	87	184				
38, 13, CODE	41.5	66	159	38, 13, CODE	40.3	390	968
38, 13, SUBJ	37.7	60	159				
38, 13, ENR	40.3	64	159	38, 13, ENR	39.6	383	968
38, 13, ALL	40.3	64	159				
38, 14, CODE	38.8	59	152	38, 14, CODE	37.6	342	911
38, 14, SUBJ	34.9	53	152				
38, 14, ENR	37.5	57	152	38, 14, ENR	36.8	336	911
38, 14, ALL	37.5	57	152				
38, 15, CODE	35.4	51	144	38, 15, CODE	34.4	294	855
38, 15, SUBJ	31.3	45	144				
38, 15, ENR	33.3	48	144	38, 15, ENR	33.4	285	855
38, 15, ALL	33.3	48	144				
39A	91.7	2,610	2,847	39A	91.7	16,033	17,477
39B1	96.4	2,061	2,138	39B1	96.4	12,654	13,131
39B2	95.3	2,038	2,138	39B2	95.2	12,504	13,131
39B3	96.4	2,062	2,138	39B3	96.4	12,660	13,131
39B, ALL	93.5	1,999	2,138	39B, ALL	93.5	12,277	13,131
39B, ANY	97.8	2,092	2,138	39B, ANY	97.8	12,836	13,131
40	97.7	2,089	2,138	40	97.5	12,805	13,131
41	94.9	2,701	2,847	41	94.6	16,526	17,477
42	96.2	854	888	42	96.7	5,719	5,916
43	94.8	2,698	2,847	43	94.8	16,576	17,477
44	97.3	2,769	2,847	44	97.3	17,006	17,477
45	97.5	2,777	2,847	45	97.5	17,031	17,477
46	97.7	2,781	2,847	46	97.7	17,070	17,477
47A	97.2	2,768	2,847	47A	97.2	16,990	17,477
47B1	94.7	1,769	1,868	47B1	94.6	11,046	11,676
47B2	94.9	1,772	1,868	47B2	94.9	11,075	11,676
47B3	94.8	1,770	1,868	47B3	94.7	11,062	11,676
47B, ALL	94.3	1,761	1,868	47B, ALL	94.1	10,993	11,676
47B, ANY	95.1	1,777	1,868	47B, ANY	95.1	11,104	11,676
48	97.8	2,783	2,847	48	97.9	17,115	17,477
49	98.4	1,882	1,912	49	98.4	11,303	11,492
50A	95.6	1,590	1,664	50A	95.5	9,628	10,080
50B	95.8	1,484	1,549	50B	95.6	9,095	9,510
50C	91.6	1,524	1,664	50C	91.6	9,231	10,080
50D	93.1	1,550	1,664	50D	92.9	9,363	10,080
50E(1)	88.8	1,295	1,459	50E(1)	88.6	7,861	8,868
50E(2)	87.7	1,279	1,459	50E(2)	87.8	7,789	8,868
50E(3)	88.7	1,294	1,459	50E(3)	88.7	7,867	8,868
50E(4)	88.8	1,296	1,459	50E(4)	88.9	7,883	8,868

See notes at end of table.

Table C-27. Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
50E(5)	91.7	1,338	1,459	50E(5)	91.3	8,096	8,868
50E(6)	87.6	1,278	1,459	50E(6)	87.5	7,760	8,868
50E(7)	92.2	1,345	1,459	50E(7)	92.2	8,172	8,868
50E(8)	44.8	654	1,459	50E(8)	45.7	4,054	8,868
50E(8), SPEC	15.5	226	1,459				
50E, ALL	40.3	588	1,459	50E, ALL	40.8	3,620	8,868
50E, ANY	94.4	1,377	1,459	50E, ANY	94.1	8,346	8,868
51	83.2	2,368	2,847	51	82.9	14,486	17,477
52, HRS	96.9	2,759	2,847	52, HRS	96.9	16,937	17,477
52, MIN	97.1	2,764	2,847	52, MIN	97.1	16,969	17,477
53A	95.5	2,718	2,847	53A	95.6	16,701	17,477
53B	96.2	2,738	2,847	53B	96.3	16,835	17,477
54A	97.9	2,787	2,847	54A	97.8	17,094	17,477
54B	94.4	2,688	2,847	54B	94.3	16,473	17,477
55A	98.3	2,798	2,847	55A	98.2	17,164	17,477
55B	97.0	416	429	55B	97.0	2,467	2,544
55C	93.7	299	319	55C	93.8	1,766	1,883
56A	98.0	2,789	2,847	56A	97.9	17,111	17,477
56B	95.9	186	194	56B	95.4	1,214	1,273
56C	91.0	122	134	56C	91.6	789	861
57A	97.8	2,783	2,847	57A	97.7	17,068	17,477
57B	97.9	2,787	2,847	57B	97.8	17,086	17,477
57C	97.4	2,773	2,847	57C	97.3	16,999	17,477
57D	97.3	2,769	2,847	57D	97.1	16,974	17,477
57E	97.4	2,773	2,847	57E	97.2	16,981	17,477
57F	97.8	2,784	2,847	57F	97.6	17,061	17,477
57G	97.5	2,775	2,847	57G	97.2	16,982	17,477
57, ALL	96.0	2,734	2,847	57, ALL	95.9	16,754	17,477
57, ANY	98.0	2,791	2,847	57, ANY	97.9	17,109	17,477
58A	97.9	2,786	2,847	58A	97.6	17,063	17,477
58B	98.0	2,789	2,847	58B	97.9	17,105	17,477
58C	97.9	2,788	2,847	58C	97.8	17,100	17,477
58D	97.8	2,785	2,847	58D	97.8	17,084	17,477
58E	97.7	2,782	2,847	58E	97.6	17,056	17,477
58F	97.5	2,775	2,847	58F	97.3	17,005	17,477
58, ALL	97.2	2,766	2,847	58, ALL	96.9	16,942	17,477
58, ANY	98.0	2,790	2,847	58, ANY	97.9	17,113	17,477
59A	97.5	2,776	2,847	59A	97.6	17,052	17,477
59B	97.9	2,787	2,847	59B	97.9	17,117	17,477
59C	98.1	2,794	2,847	59C	98.1	17,138	17,477
59D	98.0	2,789	2,847	59D	97.8	17,099	17,477
59E	97.8	2,785	2,847	59E	97.9	17,109	17,477
59F	98.3	2,798	2,847	59F	98.2	17,165	17,477
59G	98.0	2,791	2,847	59G	98.1	17,142	17,477
59H	97.2	2,768	2,847	59H	97.2	16,994	17,477
59I	97.2	2,768	2,847	59I	97.2	16,995	17,477
59J	97.9	2,787	2,847	59J	97.8	17,096	17,477
59K	98.0	2,790	2,847	59K	97.9	17,118	17,477
59L	97.5	2,776	2,847	59L	97.5	17,041	17,477
59M	98.5	2,803	2,847	59M	98.4	17,200	17,477
59N	98.3	2,799	2,847	59N	98.3	17,182	17,477
59O	97.6	2,780	2,847	59O	97.6	17,065	17,477
59P	97.3	2,769	2,847	59P	97.4	17,016	17,477

See notes at end of table.

Table C-27. Item response rates for the Public Charter School Teacher Questionnaire (SASS-4D), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
59Q	98.2	2,796	2,847	59Q	98.3	17,173	17,477
59R	97.4	2,772	2,847	59R	97.6	17,054	17,477
59S	98.0	2,789	2,847	59S	97.9	17,111	17,477
59T	98.4	2,802	2,847	59T	98.4	17,191	17,477
59U	88.9	2,530	2,847	59U	89.9	15,719	17,477
59V	98.2	2,797	2,847	59V	98.3	17,173	17,477
59, ALL	84.8	2,413	2,847	59, ALL	86.1	15,040	17,477
59, ANY	98.6	2,807	2,847	59, ANY	98.6	17,224	17,477
60A	98.3	2,799	2,847	60A	98.2	17,168	17,477
60B	98.3	2,799	2,847	60B	98.3	17,177	17,477
60C	98.3	2,800	2,847	60C	98.4	17,193	17,477
60D	98.4	2,801	2,847	60D	98.4	17,194	17,477
60E	98.3	2,800	2,847	60E	98.3	17,181	17,477
60F	98.5	2,803	2,847	60F	98.4	17,199	17,477
60G	98.4	2,802	2,847	60G	98.4	17,198	17,477
60H	98.3	2,798	2,847	60H	98.3	17,179	17,477
60I	98.1	2,794	2,847	60I	98.1	17,153	17,477
60J	98.1	2,793	2,847	60J	98.2	17,159	17,477
60K	98.4	2,802	2,847	60K	98.4	17,205	17,477
60L	98.4	2,802	2,847	60L	98.4	17,202	17,477
60M	98.3	2,798	2,847	60M	98.3	17,179	17,477
60N	97.8	2,784	2,847	60N	97.9	17,102	17,477
60O	98.3	2,800	2,847	60O	98.3	17,188	17,477
60P	98.2	2,796	2,847	60P	98.1	17,148	17,477
60Q	98.5	2,805	2,847	60Q	98.5	17,210	17,477
60R	98.3	2,800	2,847	60R	98.4	17,194	17,477
60, ALL	95.1	2,708	2,847	60, ALL	95.1	16,627	17,477
60, ANY	98.7	2,809	2,847	60, ANY	98.6	17,240	17,477
61A	98.2	2,795	2,847	61A	98.1	17,144	17,477
61B	98.4	2,802	2,847	61B	98.4	17,191	17,477
62A1	96.8	2,756	2,847	62A1	96.9	16,935	17,477
62A1, AMT	90.4	462	511	62A1, AMT	90.4	2,888	3,195
62A2	95.0	2,706	2,847	62A2	95.4	16,670	17,477
62A2, AMT	81.6	209	256	62A2, AMT	83.7	1,252	1,495
62A3	95.0	2,704	2,847	62A3	95.5	16,699	17,477
62A3, AMT	88.9	622	700	62A3, AMT	89.3	3,537	3,959
62B1	90.3	2,571	2,847	62B1	90.4	15,804	17,477
62B2	96.9	2,759	2,847	62B2	97.2	16,987	17,477
62B2, AMT	90.0	583	648	62B2, AMT	91.4	4,024	4,404
62B3	96.8	2,755	2,847	62B3	97.2	16,989	17,477
62B3, AMT	89.7	365	407	62B3, AMT	90.5	2,350	2,596
62B4	97.5	2,776	2,847	62B4	97.8	17,095	17,477
62B4, AMT	82.4	551	669	62B4, AMT	84.1	3,418	4,066
62B5	84.0	562	669	62B5	85.7	3,485	4,066
63	98.1	2,794	2,847	63	98.2	17,165	17,477
64	98.5	2,803	2,847	64	98.5	17,218	17,477
65A	95.0	2,706	2,847	65A	95.1	16,620	17,477
65B	94.7	54	57	65B	91.8	221	241
66	88.4	2,517	2,847	66	88.6	15,476	17,477
67	97.4	2,772	2,847	67	97.6	17,058	17,477
70	86.1	2,450	2,847				
71	97.5	2,775	2,847				

NOTE: SASS-4D is the Public Charter School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter Teacher Survey," 1999–2000, preliminary response rate file.

Table C-28. Item response rates for the Public School Library Media Center Questionnaire (LS-1A), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
1	99.6	7,681	7,715	1	99.7	76,539	76,807
2	96.3	7,427	7,715	2	96.4	74,051	76,807
3A	99.1	7,649	7,715	3A	98.9	75,940	76,807
3B	99.0	7,638	7,715	3B	98.7	75,831	76,807
3C	99.1	7,647	7,715	3C	98.9	75,956	76,807
3D	99.6	7,683	7,715	3D	99.5	76,414	76,807
3E	99.2	7,650	7,715	3E	99.2	76,189	76,807
3F	99.2	7,652	7,715	3F	98.8	75,917	76,807
3G	99.6	7,686	7,715	3G	99.4	76,375	76,807
3A-G ALL	96.9	7,475	7,715	3A-G ALL	96.4	74,005	76,807
3A-G ANY	99.9	7,710	7,715	3A-G ANY	99.9	76,762	76,807
4A	100.0	7,712	7,715	4A	100.0	76,790	76,807
4B	97.6	7,384	7,568	4B	97.7	73,583	75,279
5-YN	78.2	6,035	7,715	5-YN	79.8	61,316	76,807
5 FT	94.0	5,071	5,397	5 FT	92.6	50,899	54,956
5 3/4 TIME	88.9	4,797	5,397	5 3/4 TIME	87.6	48,138	54,956
5 1/2 TIME	89.5	4,829	5,397	5 1/2 TIME	88.1	48,421	54,956
5 <1/2 TIME	88.0	4,750	5,397	5 <1/2 TIME	86.2	47,397	54,956
5 TOTAL	89.2	4,812	5,397	5 TOTAL	87.9	48,310	54,956
5 ALL	87.7	4,734	5,397	5 ALL	86.1	47,305	54,956
5 ANY	98.1	5,294	5,397	5 ANY	97.6	53,651	54,956
6 YN	44.3	3,417	7,715	6 YN	48.0	36,831	76,807
6 FT	91.2	980	1,075	6 FT	89.4	10,676	11,939
6 3/4/TIME	79.5	855	1,075	6 3/4/TIME	79.4	9,474	11,939
6 1/2 TIME	79.7	857	1,075	6 1/2 TIME	80.0	9,553	11,939
6 <1/2 TIME	78.7	846	1,075	6 <1/2 TIME	78.1	9,330	11,939
6 TOTAL	80.2	862	1,075	6 TOTAL	79.9	9,541	11,939
6 ALL	77.8	836	1,075	6 ALL	77.2	9,222	11,939
6 ANY	97.4	1,047	1,075	6 ANY	97.1	11,589	11,939
7 YN	92.1	7,109	7,715	7 YN	89.2	68,475	76,807
7 FT	96.0	6,105	6,359	7 FT	95.5	55,206	57,781
7 3/4 TIME	89.4	5,682	6,359	7 3/4 TIME	89.6	51,768	57,781
7 1/2 TIME	89.5	5,693	6,359	7 1/2 TIME	89.7	51,858	57,781
7 <1/2 TIME	89.4	5,685	6,359	7 <1/2 TIME	89.6	51,787	57,781
7 TOTAL	90.3	5,742	6,359	7 TOTAL	90.7	52,395	57,781
7 ALL	89.1	5,663	6,359	7 ALL	89.2	51,559	57,781
7 ANY	98.1	6,239	6,359	7 ANY	98.1	56,656	57,781
8	40.0	3,089	7,715	8	42.5	32,621	76,807
9A	93.8	6,577	7,012	9A	92.8	61,196	65,950
9B	93.2	6,535	7,012	9B	92.3	60,900	65,950
9C	92.1	6,461	7,012	9C	91.3	60,197	65,950
9D	92.2	6,466	7,012	9D	91.4	60,307	65,950
9E	93.0	6,523	7,012	9E	92.0	60,701	65,950
9F	92.6	6,496	7,012	9F	91.8	60,553	65,950
9G	93.0	6,522	7,012	9G	92.0	60,679	65,950
9 ALL	90.2	6,328	7,012	9 ALL	89.6	59,089	65,950
9 ANY	94.0	6,594	7,012	9 ANY	93.1	61,395	65,950
10A	99.8	7,701	7,715	10A	99.8	76,630	76,807
10B(1)	94.1	3,922	4,166	10B(1)	95.9	40,441	42,164
10B(2)	97.7	4,069	4,166	10B(2)	97.2	40,966	42,164
11	99.7	7,692	7,715	11	99.6	76,485	76,807
12A	99.3	7,660	7,715	12A	99.2	76,212	76,807
12B	98.1	3,649	3,721	12B	97.9	39,088	39,929

See notes at end of table.

Table C-28. Item response rates for the Public School Library Media Center Questionnaire (LS-1A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
13A	99.8	7,697	7,715	13A	99.8	76,646	76,807
13B	99.6	7,685	7,715	13B	99.4	76,324	76,807
13C	99.6	7,686	7,715	13C	99.6	76,534	76,807
13D	99.5	7,676	7,715	13D	99.6	76,465	76,807
13E	99.4	7,666	7,715	13E	99.2	76,185	76,807
13A-E All	98.8	7,619	7,715	13A-E ALL	98.3	75,523	76,807
13A-E ANY	100.0	7,715	7,715	13A-E ANY	99.9	76,701	76,807
14A	98.3	7,586	7,715	14A	98.1	75,347	76,807
14B	98.3	7,581	7,715	14B	98.0	75,277	76,807
14C	98.7	7,617	7,715	14C	98.4	75,582	76,807
14D	98.4	7,590	7,715	14D	98.1	75,316	76,807
14E	96.7	7,458	7,715	14E	96.0	73,736	76,807
14A-E All	94.7	7,304	7,715	14A-E ALL	93.8	72,009	76,807
14A-E ANY	99.5	7,680	7,715	14A-E ANY	99.5	76,442	76,807
15	99.8	7,698	7,715	15	99.7	76,584	76,807
16A	97.4	7,475	7,673	16A	97.5	74,345	76,247
16B	89.9	6,900	7,673	16B	90.7	69,166	76,247
16C	89.8	6,893	7,673	16C	90.7	69,152	76,247
16D	94.1	7,220	7,673	16D	94.3	71,869	76,247
16D IF YES	96.6	2,665	2,760	16D IF YES	96.5	20,672	21,411
17	97.8	7,549	7,715	17	98.2	75,441	76,807
18A	99.1	7,646	7,715	18A	99.6	76,525	76,807
18B	99.2	7,206	7,266	18B	99.2	70,870	71,472
19	97.9	7,552	7,715	19	98.4	75,609	76,807
20A	98.8	7,620	7,715	20A	99.4	76,338	76,807
20B(1)	97.4	2,071	2,126	20B(1)	97.8	17,105	17,498
20B(2)	89.2	1,897	2,126	20B(2)	88.2	15,425	17,498
21	98.4	7,593	7,715	21	99.2	76,158	76,807
22A TOTAL	87.5	6,751	7,715	22A TOTAL	86.3	66,264	76,807
22A ACQUIRED	84.5	6,519	7,715	22A ACQUIRED	83.1	63,830	76,807
22A AMOUNT	89.1	6,876	7,715	22A AMOUNT	87.6	67,320	76,807
22B TOTAL	80.8	6,233	7,715	22B TOTAL	79.2	60,862	76,807
22B ACQUIRED	83.1	6,415	7,715	22B ACQUIRED	81.9	62,900	76,807
22B AMOUNT	86.1	6,645	7,715	22B AMOUNT	84.7	65,079	76,807
22C TOTAL	77.2	5,955	7,715	22C TOTAL	74.4	57,128	76,807
22C ACQUIRED	82.5	6,366	7,715	22C ACQUIRED	81.4	62,529	76,807
22C AMOUNT	83.4	6,436	7,715	22C AMOUNT	81.4	62,542	76,807
22D TOTAL	77.6	5,984	7,715				
22D ACQUIRED	65.6	5,064	7,715				
22D AMOUNT	88.3	6,814	7,715	22D AMOUNT	87.0	66,827	76,807
22E TOTAL	72.6	5,604	7,715				
22E ACQUIRED	77.8	6,006	7,715				
22E AMOUNT	84.8	6,543	7,715	22E AMOUNT	83.7	64,276	76,807
22A-E All	37.3	2,876	7,715				
22A-E ANY	94.6	7,297	7,715				
23	91.9	7,088	7,715	23	90.4	69,405	76,807
24A	95.6	7,375	7,715	24A	100.0	76,807	76,807
24B	93.9	7,246	7,715	24B	100.0	76,807	76,807
25 MEDICINE	81.3	6,271	7,715	25 MEDICINE	79.9	61,368	76,807
25 SPACE	80.9	6,243	7,715	25 SPACE	80.1	61,494	76,807
25 GOV	80.7	6,226	7,715	25 GOV	79.7	61,189	76,807
25 EUROPE	80.5	6,213	7,715	25 EUROPE	79.4	60,995	76,807
25 All	79.0	6,098	7,715	25 All	78.1	59,967	76,807

See notes at end of table.

Table C-28. Item response rates for the Public School Library Media Center Questionnaire (LS-1A), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
25 ANY	82.3	6,350	7,715	25 ANY	81.2	62,344	76,807
26	88.2	6,802	7,715	26	87.0	66,808	76,807
27	85.2	6,574	7,715	27	83.6	64,221	76,807
28	87.1	6,716	7,715	28	85.4	65,559	76,807
29A	97.9	7,556	7,715	29A	98.0	75,257	76,807
29B	79.2	3,610	4,560	29B	88.0	46,104	52,394
30	97.6	7,532	7,715	30	97.7	75,006	76,807
31A	98.0	7,563	7,715	31A	98.1	75,353	76,807
31B	97.5	2,425	2,486	31B	97.0	27,447	28,292
32A	95.9	7,401	7,715	32A	95.8	73,612	76,807
32B	94.9	7,321	7,715	32B	94.6	72,659	76,807
32C	93.0	7,174	7,715	32C	92.4	70,948	76,807
32A-C All	91.1	7,025	7,715	32A-C All	90.3	69,339	76,807
32A-C ANY	97.2	7,502	7,715	32A-C ANY	97.2	74,641	76,807
33	97.4	7,515	7,715	33	97.2	74,687	76,807
34	97.1	7,490	7,715	34	96.6	74,205	76,807
35	96.3	7,428	7,715	35	96.3	73,960	76,807
36	90.9	7,015	7,715	36	90.7	69,632	76,807
37A	97.9	7,553	7,715	37A	97.9	75,223	76,807
37B	97.8	7,547	7,715	37B	97.9	75,167	76,807
38A	99.8	7,698	7,715	38A	99.6	76,503	76,807
38B	99.6	7,681	7,715	38B	99.3	76,270	76,807
38C	97.5	7,525	7,715	38C	97.4	74,838	76,807
39A	97.6	7,528	7,715	39A	97.8	75,099	76,807
39B	96.6	6,353	6,575	39B	96.7	60,337	62,380
39C(1)	94.2	5,510	5,850	39C(1)	93.8	51,484	54,916
39C(2)	94.8	5,548	5,850	39C(2)	93.8	51,514	54,916
39C(3)	93.7	5,484	5,850	39C(3)	93.0	51,083	54,916
39C(4)	93.6	5,475	5,850	39C(4)	92.9	51,029	54,916
39C(5)	93.8	5,486	5,850	39C(5)	92.8	50,936	54,916
39C(6)	95.2	5,571	5,850	39C(6)	95.6	52,512	54,916
39C(7)	95.2	5,568	5,850	39C(7)	94.6	51,956	54,916
39C(8)	96.0	5,618	5,850	39C(8)	96.0	52,721	54,916
39C(9)	94.0	5,497	5,850	39C(9)	93.2	51,183	54,916
39C ALL	87.7	5,128	5,850	39C ALL	86.4	47,449	54,916
39C ANY	97.1	5,679	5,850	39C ANY	97.1	53,309	54,916
40	94.6	7,301	7,715	40	93.7	71,941	76,807
41	96.9	7,474	7,715	41	96.5	74,153	76,807
42	93.7	7,227	7,715				

NOTE: LS-1A is the Public School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Library Media Center Survey," 1999–2000, preliminary response rate file.

Table C-29. Item response rates for the Private School Library Media Center Questionnaire (LS-1B), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
1	99.3	2,071	2,086	1	99.2	16,924	17,054
2	95.4	1,990	2,086	2	95.0	16,206	17,054
3A	98.8	2,062	2,086	3A	98.6	16,817	17,054
3B	98.7	2,058	2,086	3B	98.7	16,835	17,054
3C	98.2	2,048	2,086	3C	97.9	16,695	17,054
3D	98.9	2,064	2,086	3D	98.7	16,831	17,054
3E	98.9	2,063	2,086	3E	98.8	16,848	17,054
3F	98.7	2,058	2,086	3F	98.4	16,787	17,054
3G	98.8	2,062	2,086	3G	98.7	16,826	17,054
3A-G ALL	95.4	1,991	2,086	3A-G ALL	95.1	16,221	17,054
3A-G ANY	99.7	2,079	2,086	3A-G ANY	99.5	16,963	17,054
4A	99.8	2,082	2,086	4A	99.9	17,032	17,054
4B	97.3	1,747	1,796	4B	97.3	13,303	13,673
5A	100.0	2,086	2,086	5A	100.0	17,054	17,054
5B YN	98.9	1,623	1,641	5B YN	98.9	13,658	13,813
5B FT	86.7	163	188	5B FT	85.8	1,400	1,630
5B 3/4 TIME	81.4	153	188	5B 3/4 TIME	81.7	1,331	1,630
5B 1/2 TIME	83.5	157	188	5B 1/2 TIME	84.7	1,380	1,630
5B <1/2 TIME	85.1	160	188	5B <1/2 TIME	86.1	1,404	1,630
5B TOTAL	85.1	160	188	5B TOTAL	84.4	1,377	1,630
5B ALL	81.4	153	188	5B ALL	81.7	1,331	1,630
5B ANY	96.3	181	188	5B ANY	96.1	1,566	1,630
6 YN	57.3	1,195	2,086	6 YN	51.6	8,801	17,054
6 FT	92.3	811	879	6 FT	90.1	5,461	6,064
6 3/4 TIME	91.0	800	879	6 3/4 TIME	89.1	5,404	6,064
6 1/2 TIME	90.9	799	879	6 1/2 TIME	89.2	5,407	6,064
6 <1/2 TIME	90.8	798	879	6 <1/2 TIME	89.2	5,410	6,064
6 TOTAL	93.4	821	879	6 TOTAL	92.6	5,617	6,064
6 ALL	89.9	790	879	6 ALL	88.0	5,338	6,064
6 ANY	98.3	864	879	6 ANY	97.7	5,924	6,064
7 YN	68.2	1,423	2,086	7 YN	64.6	11,016	17,054
7 FT	90.3	834	924	7 FT	89.2	6,069	6,802
7 3/4 TIME	84.5	781	924	7 3/4 TIME	84.8	5,770	6,802
7 1/2 TIME	85.1	786	924	7 1/2 TIME	85.4	5,812	6,802
7 <1/2 TIME	83.3	770	924	7 <1/2 TIME	83.2	5,657	6,802
7 TOTAL	85.0	785	924	7 TOTAL	85.1	5,786	6,802
7 ALL	82.9	766	924	7 ALL	82.8	5,634	6,802
7 ANY	96.1	888	924	7 ANY	96.2	6,547	6,802
8 YN	64.7	1,349	2,086	8 YN	56.5	9,629	17,054
8 FT	95.8	657	686	8 FT	94.4	3,249	3,441
8 3/4 TIME	91.4	627	686	8 3/4 TIME	90.4	3,110	3,441
8 1/2 TIME	91.8	630	686	8 1/2 TIME	91.0	3,133	3,441
8 <1/2 TIME	91.8	630	686	8 <1/2 TIME	90.9	3,127	3,441
8 TOTAL	92.6	635	686	8 TOTAL	92.1	3,168	3,441
8 ALL	91.3	626	686	8 ALL	90.2	3,104	3,441
8 ANY	98.3	674	686	8 ANY	97.8	3,367	3,441
9	50.6	1,055	2,086	9	47.2	8,043	17,054
10A	90.2	1,295	1,436	10A	87.1	8,295	9,523
10B	88.6	1,273	1,436	10B	85.4	8,134	9,523
10C	87.1	1,251	1,436	10C	85.0	8,098	9,523
10D	87.7	1,260	1,436	10D	84.7	8,062	9,523
10E	88.6	1,272	1,436	10E	85.8	8,169	9,523
10F	87.5	1,256	1,436	10F	84.2	8,016	9,523

See notes at end of table.

Table C-29. Item response rates for the Private School Library Media Center Questionnaire (LS-1B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
10G	89.3	1,282	1,436	10G	85.9	8,183	9,523
10 ALL	84.9	1,219	1,436	10 ALL	82.4	7,847	9,523
10 ANY	90.7	1,303	1,436	10 ANY	87.6	8,337	9,523
11A	99.5	2,076	2,086	11A	99.6	16,983	17,054
11B(1)	97.5	1,330	1,364	11B(1)	97.8	10,713	10,948
11B(2)	94.9	1,295	1,364	11B(2)	95.5	10,455	10,948
12	98.4	2,052	2,086	12	98.5	16,802	17,054
13A	99.6	2,078	2,086	13A	99.7	16,995	17,054
13B	99.7	2,079	2,086	13B	99.8	17,011	17,054
13C	99.5	2,076	2,086	13C	99.6	16,977	17,054
13D	99.4	2,073	2,086	13D	99.5	16,969	17,054
13E	99.5	2,076	2,086	13E	99.6	16,992	17,054
13A-E ALL	98.9	2,063	2,086	13A-E ALL	99.1	16,903	17,054
13A-E ANY	99.8	2,081	2,086	13A-E ANY	99.8	17,017	17,054
14A	96.7	2,018	2,086	14A	96.4	16,436	17,054
14B	96.8	2,019	2,086	14B	96.3	16,431	17,054
14C	96.4	2,010	2,086	14C	95.9	16,356	17,054
14D	96.0	2,002	2,086	14D	95.3	16,246	17,054
14E	94.0	1,960	2,086	14E	92.9	15,846	17,054
14A-E ANY	98.2	2,048	2,086	14A-E ANY	98.1	16,730	17,054
14A-E All	92.3	1,925	2,086	14A-E ALL	91.2	15,551	17,054
15	99.5	2,076	2,086	15	99.4	16,949	17,054
16A	95.3	1,925	2,020	16A	96.0	15,713	16,365
16B	92.4	1,866	2,020	16B	93.6	15,326	16,365
16C	90.6	1,831	2,020	16C	92.5	15,137	16,365
16D	93.0	1,879	2,020	16D	94.0	15,378	16,365
16D IF YES	93.8	256	273	16D IF YES	92.8	1,410	1,518
17	95.0	1,982	2,086	17	97.9	16,702	17,054
18A	96.5	2,013	2,086	18A	99.6	16,981	17,054
18B	99.2	1,735	1,749	18B	98.8	13,575	13,734
19	95.5	1,992	2,086	19	98.7	16,832	17,054
20A	96.2	2,006	2,086	20A	99.2	16,920	17,054
20B(1)	98.2	219	223	20B(1)	96.8	1,087	1,123
20B(2)	88.3	197	223	20B(2)	88.3	992	1,123
21	95.4	1,990	2,086	21	98.3	16,758	17,054
22A TOTAL	81.2	1,693	2,086	22A TOTAL	76.4	13,036	17,054
22A ACQUIRED	79.5	1,658	2,086	22A ACQUIRED	75.7	12,912	17,054
22A AMOUNT	82.2	1,715	2,086	22A AMOUNT	78.5	13,390	17,054
22B TOTAL	72.4	1,510	2,086	22B TOTAL	68.0	11,604	17,054
22B ACQUIRED	76.9	1,605	2,086	22B ACQUIRED	73.2	12,485	17,054
22B AMOUNT	78.8	1,643	2,086	22B AMOUNT	75.4	12,866	17,054
22C TOTAL	68.3	1,425	2,086	22C TOTAL	62.0	10,566	17,054
22C ACQUIRED	75.8	1,582	2,086	22C ACQUIRED	72.9	12,426	17,054
22C AMOUNT	78.1	1,629	2,086	22C AMOUNT	75.1	12,812	17,054
22D TOTAL	70.5	1,470	2,086				
22D ACQUIRED	66.2	1,380	2,086				
22D AMOUNT	80.5	1,679	2,086	22D AMOUNT	77.6	13,238	17,054
22E TOTAL	68.1	1,421	2,086				
22E ACQUIRED	75.3	1,570	2,086				
22E AMOUNT	82.1	1,713	2,086	22E AMOUNT	79.9	13,617	17,054
22A-E ALL	35.0	730	2,086				
22A-E ANY	91.5	1,908	2,086				
23	87.4	1,823	2,086	23	84.6	14,431	17,054

See notes at end of table.

Table C-29. Item response rates for the Private School Library Media Center Questionnaire (LS-1B), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
24A	93.4	1,949	2,086	24A	100.0	17,054	17,054
24B	91.9	1,916	2,086	24B	100.0	17,054	17,054
25 MEDICINE	74.7	1,559	2,086	25 MEDICINE	72.3	12,329	17,054
25 SPACE	74.5	1,554	2,086	25 SPACE	72.9	12,431	17,054
25 GOV	74.4	1,551	2,086	25 GOV	71.7	12,236	17,054
25 EUROPE	74.0	1,544	2,086	25 EUROPE	71.7	12,219	17,054
25 ALL	72.1	1,503	2,086	25 ALL	69.6	11,867	17,054
25 ANY	76.4	1,594	2,086	25 ANY	74.4	12,686	17,054
26	84.0	1,752	2,086	26	82.0	13,991	17,054
27	86.3	1,801	2,086	27	85.6	14,595	17,054
28	86.8	1,811	2,086	28	85.4	14,572	17,054
29A	97.1	2,025	2,086	29A	96.9	16,522	17,054
29B	88.1	1,180	1,340	29B	92.3	11,424	11,297
30	99.4	2,073	2,086	30	99.4	16,950	17,054
31A	97.9	2,043	2,086	31A	98.2	16,750	17,054
31B	96.7	898	929	31B	97.6	8,246	8,453
32A	96.5	2,012	2,086	32A	96.0	16,379	17,054
32B	96.1	2,005	2,086	32B	96.0	16,367	17,054
32C	92.9	1,937	2,086	32C	92.4	15,761	17,054
32A-C ALL	90.5	1,887	2,086	32A-C ALL	89.5	15,266	17,054
32A-C ANY	98.1	2,047	2,086	32A-C ANY	98.3	16,762	17,054
33	96.5	2,012	2,086	33	95.7	16,314	17,054
34	96.6	2,015	2,086	34	96.6	16,471	17,054
35	95.7	1,997	2,086	35	95.3	16,244	17,054
36	87.1	1,817	2,086	36	87.2	14,878	17,054
37A	97.0	2,024	2,086	37A	97.1	16,566	17,054
37B	97.5	2,033	2,086	37B	97.7	16,665	17,054
38A	99.1	2,067	2,086	38A	99.3	16,940	17,054
38B	98.7	2,058	2,086	38B	98.6	16,820	17,054
38C	97.0	2,023	2,086	38C	96.6	16,472	17,054
39A	98.4	2,053	2,086	39A	98.6	16,818	17,054
39B	97.4	1,236	1,269	39B	97.5	8,007	8,212
39C(1)	93.6	1,058	1,130	39C(1)	93.6	6,727	7,187
39C(2)	94.5	1,068	1,130	39C(2)	93.4	6,713	7,187
39C(3)	93.2	1,053	1,130	39C(3)	92.9	6,676	7,187
39C(4)	93.4	1,055	1,130	39C(4)	92.8	6,673	7,187
39C(5)	93.0	1,051	1,130	39C(5)	92.2	6,628	7,187
39C(6)	94.2	1,065	1,130	39C(6)	94.5	6,793	7,187
39C(7)	95.7	1,081	1,130	39C(7)	95.3	6,852	7,187
39C(8)	96.1	1,086	1,130	39C(8)	95.4	6,856	7,187
39C(9)	93.5	1,056	1,130	39C(9)	93.0	6,684	7,187
39C ALL	87.8	992	1,130	39C ALL	88.2	6,340	7,187
39C ANY	97.5	1,102	1,130	39C ANY	96.9	6,968	7,187
40	100.0	2,086	2,086	40	100.0	17,054	17,054
41	93.5	1,950	2,086				

NOTE: LS-1B is the Private School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Library Media Center Survey," 1999–2000, preliminary response rate file.

Table C-30. Item response rates for the Indian School Library Media Center Questionnaire (LS-1C), unweighted and weighted: 1999–2000

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
1	100.0	104	104	1	100.0	109	109
2	97.1	101	104	2	97.1	105	109
3A	100.0	104	104	3A	100.0	109	109
3B	100.0	104	104	3B	100.0	109	109
3C	99.0	103	104	3C	99.1	108	109
3D	99.0	103	104	3D	99.1	108	109
3E	100.0	104	104	3E	100.0	109	109
3F	100.0	104	104	3F	100.0	109	109
3G	99.0	103	104	3G	99.0	107	109
3A-G ALL	97.1	101	104	3A-G ALL	97.1	105	109
3A-G ANY	100.0	104	104	3A-G ANY	100.0	109	109
4A	100.0	104	104	4A	100.0	109	109
4B	97.8	91	93	4B	97.9	95	97
5, YN	63.5	66	104	5, YN	63.5	69	109
5, FT	87.3	48	55	5, FT	87.2	50	57
5, 3/4 TIME	72.7	40	55	5, 3/4 TIME	72.6	42	57
5, 1/2 TIME	74.5	41	55	5, 1/2 TIME	74.4	43	57
5, <1/2 TIME	72.7	40	55	5, <1/2 TIME	72.7	42	57
5, TOTAL	70.9	39	55	5, TOTAL	70.8	41	57
5, ALL	70.9	39	55	5, ALL	70.8	41	57
5, ANY	94.5	52	55	5, ANY	94.6	54	57
6, YN	53.8	56	104	6, YN	53.7	58	109
6, FT	85.7	24	28	6, FT	85.8	25	29
6, 3/4 TIME	75.0	21	28	6, 3/4 TIME	75.2	22	29
6, 1/2 TIME	78.6	22	28	6, 1/2 TIME	78.7	23	29
6, <1/2 TIME	78.6	22	28	6, <1/2 TIME	78.7	23	29
6, TOTAL	78.6	22	28	6, TOTAL	78.9	23	29
6, ALL	75.0	21	28	6, ALL	75.2	22	29
6, ANY	96.4	27	28	6, ANY	96.5	28	29
7, YN	68.3	71	104	7, YN	68.5	74	109
7, FT	90.6	48	53	7, FT	90.7	50	56
7, 3/4 TIME	77.4	41	53	7, 3/4 TIME	77.4	43	56
7, 1/2 TIME	84.9	45	53	7, 1/2 TIME	84.8	47	56
7, <1/2 TIME	77.4	41	53	7, <1/2 TIME	77.4	43	56
7, TOTAL	77.4	41	53	7, TOTAL	77.4	43	56
7, ALL	77.4	41	53	7, ALL	77.4	43	56
7, ANY	98.1	52	53	7, ANY	98.0	55	56
8	100.0	104	104	8	100.0	109	109
9A	88.6	70	79	9A	88.7	73	83
9B	88.6	70	79	9B	88.7	73	83
9C	87.3	69	79	9C	87.5	72	83
9D	87.3	69	79	9D	87.4	72	83
9E	87.3	69	79	9E	87.5	72	83
9F	86.1	68	79	9F	86.2	71	83
9G	87.3	69	79	9G	87.5	72	83
9A-G ALL	86.1	68	79	9A-G ALL	86.2	71	83
9A-G ANY	89.9	71	79	9A-G ANY	89.9	74	83
10A	99.0	103	104	10A	99.1	108	109
10B(1)	100.0	29	29	10B(1)	100.0	31	31
10B(2)	100.0	29	29	10B(2)	100.0	31	31
11	98.1	102	104	11	98.1	107	109
12A	99.0	103	104	12A	99.1	108	109
12B	99.0	103	104	12B	99.1	108	109

See notes at end of table.

Table C-30. Item response rates for the Indian School Library Media Center Questionnaire (LS-1C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
12C	99.0	103	104	12C	99.1	108	109
12D	99.0	103	104	12D	99.1	108	109
12E	99.0	103	104	12E	99.1	108	109
12A-E ALL	99.0	103	104	12A-E ALL	99.1	108	109
12A-E ANY	99.0	103	104	12A-E ANY	99.1	108	109
13A	95.2	99	104	13A	95.2	103	109
13B	93.3	97	104	13B	93.2	101	109
13C	96.2	100	104	13C	96.1	104	109
13D	96.2	100	104	13D	96.1	104	109
13E	95.2	99	104	13E	95.1	103	109
14	100.0	104	104	14	100.0	109	109
15A	94.1	95	101	15A	93.8	99	105
15B	89.1	90	101	15B	88.8	94	105
15C	90.1	91	101	15C	89.7	95	105
15D	99.0	100	101	15D	99.0	104	105
15D IF YES	95.7	45	47	15D IF YES	95.7	47	49
16	97.1	101	104	16	100.0	109	109
17A	97.1	101	104	17A	100.0	109	109
17B	100.0	92	92	17B	100.0	96	96
18	96.2	100	104	18	96.1	104	109
19A	97.1	101	104	19A	100.0	109	109
19B(1)	100.0	13	13	19B(1)	100.0	14	14
19B(2)	69.2	9	13	19B(2)	69.3	10	14
20	91.3	95	104	20	94.3	102	109
21A TOTAL	75.0	78	104	21A TOTAL	75.0	81	109
21A ACQUIRED	84.6	88	104	21A ACQUIRED	84.7	92	109
21A AMOUNT	89.4	93	104	21A AMOUNT	89.4	97	109
21B TOTAL	71.2	74	104	21B TOTAL	71.2	77	109
21B ACQUIRED	79.8	83	104	21B ACQUIRED	79.8	87	109
21B AMOUNT	85.6	89	104	21B AMOUNT	85.5	93	109
21C TOTAL	66.3	69	104	21C TOTAL	66.5	72	109
21C ACQUIRED	81.7	85	104	21C ACQUIRED	81.7	89	109
21C AMOUNT	85.6	89	104	21C AMOUNT	85.5	93	109
21D TOTAL	71.2	74	104				
21D ACQUIRED	78.8	82	104				
21D AMOUNT	86.5	90	104	21D AMOUNT	86.5	94	109
21E TOTAL	71.2	74	104				
21E ACQUIRED	84.6	88	104				
21E AMOUNT	87.5	91	104	21E AMOUNT	87.4	95	109
21A-E ALL	31.7	33	104				
21A-E ANY	94.2	98	104				
22	95.2	99	104	22	95.1	103	109
23A	94.2	98	104	23A	100.0	109	109
23B	93.3	97	104	23B	100.0	109	109
24 MEDICINE	82.7	86	104	24 MEDICINE	82.8	90	109
24 SPACE	82.7	86	104	24 SPACE	82.8	90	109
24 GOV	81.7	85	104	24 GOV	81.8	89	109
24 EUROPE	83.7	87	104	24 EUROPE	83.8	91	109
24 ALL	80.8	84	104	24 ALL	80.8	88	109
24 ANY	84.6	88	104	24 ANY	84.7	92	109
25	89.4	93	104	25	89.5	97	109
26	91.3	95	104	26	91.4	99	109
27	91.3	95	104	27	91.4	99	109

See notes at end of table.

Table C-30. Item response rates for the Indian School Library Media Center Questionnaire (LS-1C), unweighted and weighted: 1999–2000—Continued

Item	Unweighted			Item	Weighted		
	Response rate (percent)	Number of responses	Sample		Response rate (percent)	Number of responses	Universe
28A	100.0	104	104	28A	100.0	109	109
28B	100.0	78	78	28B	100.0	81	81
29	99.0	103	104	29	99.0	107	109
30A	99.0	103	104	30A	99.1	108	109
30B	97.6	40	41	30B	97.6	41	43
31A	95.2	99	104	31A	95.3	103	109
31B	92.3	96	104	31B	92.3	100	109
31C	91.3	95	104	31C	91.4	99	109
31A-C All	88.5	92	104	31A-C All	88.6	96	109
31A-C ANY	97.1	101	104	31A-C ANY	97.2	105	109
32	99.0	103	104	32	99.1	108	109
33	99.0	103	104	33	99.1	108	109
34	98.1	102	104	34	98.1	107	109
35	90.4	94	104	35	90.4	98	109
36A	97.1	101	104	36A	97.1	105	109
36B	98.1	102	104	36B	98.0	106	109
37A	99.0	103	104	37A	99.0	107	109
37B	99.0	103	104	37B	99.0	107	109
37C	99.0	103	104	37C	99.0	107	109
38A	100.0	104	104	38A	100.0	109	109
38B	98.6	70	71	38B	98.5	73	74
38C(1)	93.2	55	59	38C(1)	93.3	58	62
38C(2)	86.4	51	59	38C(2)	86.8	54	62
38C(3)	86.4	51	59	38C(3)	86.7	54	62
38C(4)	91.5	54	59	38C(4)	91.7	57	62
38C(5)	86.4	51	59	38C(5)	86.7	54	62
38C(6)	96.6	57	59	38C(6)	96.7	60	62
38C(7)	94.9	56	59	38C(7)	95.0	59	62
38C(8)	94.9	56	59	38C(8)	95.0	59	62
38C(9)	88.1	52	59	38C(9)	88.4	55	62
38C ALL	78.0	46	59	38C ALL	78.4	49	62
38C ANY	98.3	58	59	38C ANY	98.3	61	62
39	98.1	102	104	39	98.1	107	109
41	98.1	102	104				

NOTE: LS-1C is the Indian School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Library Media Center Survey," 1999–2000, preliminary response rate file.

Appendix D. Counts of Changes Made to Questionnaire Variables in the Pre-Edit and the Computer Edit

This appendix contains the detailed tables for the computer pre-edits and the computer edits discussed in chapter VII, Data Processing. Item wording for the variables in the tables can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files. The tables are organized in two sections:

A.	Pre-Edit	D-2
B.	Computer Edit	D-6

List of Tables

Table D-1.	Counts of changes made to the School District Questionnaire (SASS-1A) variables in the pre-edit: 1999–2000	D-2
Table D-2.	Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the pre-edit: 1999–2000	D-3
Table D-3.	Counts of changes made to the School District Questionnaire (SASS-1A) variables in the computer edit: 1999–2000.....	D-6
Table D-4.	Counts of changes made to the Public School Principal Questionnaire (SASS-2A) variables in the computer edit: 1999–2000	D-7
Table D-5.	Counts of changes made to the Private School Principal Questionnaire (SASS-2B) variables in the computer edit: 1999–2000	D-7
Table D-6.	Counts of changes made to the Indian School Principal Questionnaire (SASS-2C) variables in the computer edit: 1999–2000	D-7
Table D-7.	Counts of changes made to the Public Charter School Principal Questionnaire (SASS-2D) variables in the computer edit: 1999–2000.....	D-7
Table D-8.	Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the computer edit: 1999–2000.....	D-8
Table D-9.	Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edit: 1999–2000.....	D-9
Table D-10.	Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edit: 1999–2000.....	D-10
Table D-11.	Counts of changes made to the Public Charter School Questionnaire (SASS-3D) variables in the computer edit: 1999–2000	D-11
Table D-12.	Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables in the computer edit: 1999–2000	D-12
Table D-13.	Counts of changes made to the Private School Teacher Questionnaire (SASS-4B) variables in the computer edit: 1999–2000	D-13
Table D-14.	Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C) variables in the computer edit: 1999–2000	D-14
Table D-15.	Counts of changes made to the Public Charter School Teacher Questionnaire (SASS-4D) variables in the computer edit: 1999–2000	D-15
Table D-16.	Counts of changes made to the Public School Library Media Center Questionnaire (LS-1A) variables in the computer edit: 1999–2000.....	D-16
Table D-17.	Counts of changes made to the Private School Library Media Center Questionnaire (LS-1B) variables in the computer edit: 1999–2000	D-17
Table D-18.	Counts of changes made to the Indian School Library Media Center Questionnaire (LS-1C) variables in the computer edit: 1999–2000.....	D-17

A. Pre-Edit

These detailed tables are provided in support of chapter VII, section E, Computer Pre-Edit.

Table D-1. Counts of changes made to the School District Questionnaire (SASS-1A) variables in the pre-edit: 1999–2000

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records
1a	D0450	6	0.12		D0489	18	0.35
1b	D0451	5	0.10		D0490	24	0.47
1c	D0452	13	0.25		D0491	9	0.17
1d	D0453	4	0.08	15a	D0497	10	0.19
5a	D0456	144	2.79	18a	D0501	17	0.33
5b	D0457	183	3.55	18b	D0502	8	0.16
6a	D0458	54	1.05	18c	D0503	18	0.35
6b	D0459	74	1.44	18d	D0504	13	0.25
6c	D0460	49	0.95	18e	D0505	10	0.19
6d	D0461	65	1.26	18f	D0506	3	0.06
6e	D0462	53	1.03	20	D0507	1	0.02
6f	D0463	87	1.69		D0508	2	0.04
7b	D0465	4	0.08	45	D0574	56	1.09
	D0466	36	0.70	46a	D0575	20	0.39
7d	D0468	2	0.04	46b	D0576	20	0.39
	D0469	37	0.72	46c	D0577	20	0.39
8	D0470	1	0.02	46d	D0578	20	0.39
9a	D0471	77	1.49	46e	D0579	20	0.39
9b	D0472	90	1.75	46f	D0580	20	0.39
9c	D0473	49	0.95	47a	D0581	21	0.41
9d	D0474	55	1.07	47b	D0582	20	0.39
9e	D0475	46	0.89	48a	D0583	21	0.41
10	D0476	237	4.60	48b	D0584	21	0.41
12a	D0487	35	0.68	48c	D0585	20	0.39
12b	D0488	19	0.37	49	D0586	21	0.41

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “School District Survey,” 1999–2000.

Table D-2. Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the pre-edit: 1999–2000

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records	
6	S0058	47	0.50	18e	S0129	4	0.04	
	S0060	144	1.53	18f	S0130	13	0.14	
	S0066	147	1.56	18g	S0131	30	0.32	
	S0068	147	1.56	19a	S0132	1	0.01	
	S0070	148	1.57	19b	S0133	1	0.01	
	S0072	146	1.55	19c	S0134	8	0.08	
	S0074	147	1.56	20a	S0135	1	0.01	
	S0076	153	1.62	20b	S0136	1	0.01	
	S0078	126	1.34		S0137	1	0.01	
	S0080	128	1.36		S0138	1	0.01	
	S0082	80	0.85		S0139	1	0.01	
	S0084	78	0.83		S0140	1	0.01	
	S0086	77	0.82	21a	S0141	1	0.01	
	S0088	76	0.81	21b	S0142	1	0.01	
	S0090	2	0.02	21c	S0143	1	0.01	
	7a	S0092	456	4.84	21d	S0144	1	0.01
	7b	S0093	48	0.51	21e	S0145	1	0.01
8	S0095	279	2.96	22a	S0146	1	0.01	
9a	S0096	312	3.31	22b	S0147	1	0.01	
9b	S0097	470	4.99	22c	S0148	1	0.01	
9c	S0098	257	2.73	22d	S0149	1	0.01	
9d	S0099	278	2.95	22e	S0150	1	0.01	
9e	S0100	220	2.34	22f	S0151	1	0.01	
9f	S0101	526	5.58		S0152	1	0.01	
10	S0102	2	0.02	23a	S0153	55	0.58	
	S0103	2	0.02	23b	S0154	40	0.42	
11a	S0104	2	0.02	24a	S0155	83	0.88	
	S0105	2	0.02	24b	S0156	43	0.46	
	S0106	2	0.02	25a	S0157	49	0.52	
11b	S0107	292	3.10	25b	S0158	49	0.52	
12a	S0108	267	2.83	25c	S0159	49	0.52	
12b	S0109	31	0.33	25d	S0160	49	0.52	
13	S0110	7	0.07	26a	S0161	48	0.51	
14	S0111	2	0.02	26b	S0164	43	0.46	
15a	S0112	2	0.02	26c	S0165	41	0.44	
15b	S0113	1	0.01		S0166	41	0.44	
15c	S0114	1	0.01		S0167	41	0.44	
16	S0115	2	0.02	27	S0168	1	0.01	
17a	S0116	2	0.02		S0169	1	0.01	
17b	S0117	2	0.02		S0170	1	0.01	
17c	S0118	2	0.02		S0171	1	0.01	
17d	S0119	2	0.02		S0172	1	0.01	
17e	S0120	2	0.02		S0173	1	0.01	
17f	S0121	2	0.02		S0174	1	0.01	
17g	S0122	2	0.02		S0175	1	0.01	
18a	S0125	1	0.01		S0176	1	0.01	
18b	S0126	1	0.01		S0177	1	0.01	
18c	S0127	1	0.01		S0178	1	0.01	
18d	S0128	44	0.47	S0179	1	0.01		

See notes at end of table.

Table D-2. Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the pre-edit: 1999–2000—Continued

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records
(27)	S0180	1	0.01		S0231	119	1.26
	S0181	1	0.01		S0232	180	1.91
	S0182	1	0.01		S0233	41	0.44
	S0183	1	0.01		S0234	70	0.74
	S0184	1	0.01		S0235	28	0.30
	S0185	1	0.01		S0236	34	0.36
28a	S0186	1	0.01		S0237	71	0.75
28b	S0187	1	0.01		S0238	84	0.89
28c	S0188	1	0.01		S0239	37	0.39
28d	S0189	1	0.01		S0240	43	0.46
28e	S0190	1	0.01	32i	S0241	162	1.72
28f	S0191	1	0.01		S0242	236	2.51
28g	S0192	1	0.01	32j	S0243	101	1.07
28h	S0193	1	0.01		S0244	59	0.63
29a	S0194	1	0.01	32k	S0245	164	1.74
29b	S0195	1	0.01		S0246	247	2.62
30a	S0196	1	0.01	32l	S0247	75	0.80
30b	S0197	1	0.01		S0248	62	0.66
30c	S0198	1	0.01	33a	S0249	37	0.39
30d	S0199	1	0.01	33b	S0250	306	3.25
30e	S0200	1	0.01	33c	S0251	37	0.39
30f	S0201	1	0.01	33d	S0252	43	0.46
30g	S0202	1	0.01	33e	S0253	20	0.21
31a	S0203	1	0.01	33f	S0254	307	3.26
31b	S0204	1	0.01	34	S0255	42	0.45
32a	S0205	184	1.95	35a	S0256	3	0.03
	S0206	207	2.20	35b	S0257	2	0.02
32b	S0207	34	0.36		S0258	2	0.02
	S0208	32	0.34		S0259	2	0.02
32c	S0211	36	0.38		S0260	2	0.02
	S0212	37	0.39		S0261	2	0.02
32d	S0213	163	1.73		S0262	2	0.02
	S0214	179	1.90		S0263	2	0.02
32e	S0215	157	1.67		S0264	2	0.02
	S0216	179	1.90	36a	S0265	40	0.42
32f	S0217	60	0.64	36b	S0266	3	0.03
	S0218	65	0.69	36c	S0267	2	0.02
	S0219	26	0.28	36d	S0268	2	0.02
	S0220	30	0.32	36e	S0269	2	0.02
	S0221	21	0.22	36f	S0270	2	0.02
	S0222	34	0.36	36g	S0271	7	0.07
	S0223	67	0.71	36h	S0272	5	0.05
	S0224	77	0.82	36i	S0273	2	0.02
	S0225	68	0.72	36j	S0274	3	0.03
	S0226	66	0.70	36k	S0275	2	0.02
32g	S0227	282	2.99	36l	S0276	19	0.20
	S0228	530	5.63	37a	S0277	167	1.77
32h	S0229	81	0.86	37b	S0278	167	1.77
	S0230	97	1.03	37c	S0279	166	1.76

See notes at end of table.

Table D-2. Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the pre-edit: 1999–2000—Continued

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records
38a	S0280	2	0.02	42a	S0315	277	2.94
38b	S0281	2	0.02	42b	S0316	92	0.98
39a	S0282	2	0.02		S0317	132	1.40
39b	S0283	43	0.46		S0318	92	0.98
	S0284	267	2.83		S0319	50	0.53
39c	S0285	1	0.01	43a	S0320	4	0.04
39d	S0286	42	0.45	43b	S0321	41	0.44
	S0287	255	2.71	44	S0322	21	0.22
40a	S0288	70	0.74		S0323	21	0.22
40b	S0289	65	0.69		S0324	20	0.21
41a	S0290	97	1.03		S0325	20	0.21
41b	S0291	14	0.15		S0326	21	0.22
	S0292	77	0.82		S0327	21	0.22
	S0293	109	1.16		S0328	20	0.21
	S0294	111	1.18	45a	S0329	21	0.22
	S0295	110	1.17	45b	S0330	7	0.07
	S0296	109	1.16		S0331	8	0.08
	S0297	103	1.09		S0332	7	0.07
	S0298	101	1.07	45c	S0333	7	0.07
	S0299	41	0.44		S0334	7	0.07
	S0300	40	0.42		S0335	7	0.07
	S0301	23	0.24	46a	S0336	23	0.24
	S0302	23	0.24	46b	S0337	22	0.23
	S0303	23	0.24	46c	S0338	23	0.24
	S0304	22	0.23	47a	S0339	22	0.23
	S0305	7	0.07	47b	S0340	22	0.23
42c	S0306	46	0.49	47c	S0341	22	0.23
	S0307	45	0.48	48a	S0342	1	0.01
	S0308	41	0.44	48b	S0343	16	0.17
41d	S0309	52	0.55	49a	S0344	2	0.02
	S0310	49	0.52				

NOTE: SASS-3A is the Public School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000.

B. Computer Edit

These detailed tables are provided in support of chapter VII, section F, Computer Edit.

Table D-3. Counts of changes made to the School District Questionnaire (SASS-1A) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records
1a	D0450	28	0.54				
1b	D0451	111	2.15	15a	D0491	100	1.94
1c	D0452	92	1.78		D0497	10	0.19
5a	D0456	6	0.12	17	D0500	127	2.46
5b	D0457	111	2.15	21c	D0511	979	18.99
6a	D0458	82	1.59	21d	D0513	2,212	42.90
6b	D0459	82	1.59	22a	D0515	28	0.54
6c	D0460	92	1.78	29b	D0541	3	0.06
6d	D0461	127	2.46	36a	D0557	4	0.08
6e	D0462	121	2.35	37a	D0559	15	0.29
6f	D0463	246	4.77	39c	D0565	9	0.17
7a	D0464	68	1.32	40	D0566	2	0.04
7b	D0466	43	0.83	42a	D0568	5	0.10
7c	D0467	103	2.00	43a	D0570	3	0.06
7d	D0468	273	5.29	44a	D0572	1	0.02
	D0469	133	2.58	45	D0574	53	1.03
9a	D0471	292	5.66	46a	D0575	144	2.79
9b	D0472	82	1.59	46b	D0576	142	2.75
9c	D0473	109	2.11	46c	D0577	80	1.55
9d	D0474	136	2.64	46d	D0578	141	2.73
9e	D0475	131	2.54	46e	D0579	142	2.75
10	D0476	169	3.28	46f	D0580	55	1.07
12a	D0487	50	0.97	47a	D0581	3	0.06
12b	D0488	82	1.59	48a	D0583	2	0.04
	D0489	94	1.82	48b	D0584	16	0.31
	D0490	69	1.34	64	D0657	32	0.62

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "School District Survey," 1999–2000.

Table D-4. Counts of changes made to the Public School Principal Questionnaire (SASS-2A) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records
5a	A0053	1	0.01	20a	A0188	256	2.71
5b	A0054	4	0.04	22a	A0207	275	2.91
6a	A0055	3	0.03	22c	A0209	1,046	11.06
6b	A0056	36	0.38	22d	A0212	29	0.31
8	A0068	4	0.04	22e	A0213	4,222	44.63
	A0069	15	0.16	23a	A0221	44	0.47
15a	A0164	85	0.90	25	A0226	117	1.24

NOTE: SASS-2A is the Public School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Survey,” 1999–2000.

Table D-5. Counts of changes made to the Private School Principal Questionnaire (SASS-2B) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records
5a	A0053	1	0.03		A0069	16	0.55
5b	A0054	1	0.03	15a	A0164	48	1.65
6b	A0056	38	1.30	19a	A0188	59	2.03
8	A0068	6	0.21	22	A0226	48	1.65

NOTE: SASS-2B is the Private School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Survey,” 1999–2000.

Table D-6. Counts of changes made to the Indian School Principal Questionnaire (SASS-2C) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records
8	A0068	1	0.88	20a	A0188	3	2.63
	A0069	1	0.88	22a	A0221	3	2.63
15a	A0164	1	0.88	24	A0226	3	2.63

NOTE: SASS-2C is the Indian School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Principal Survey,” 1999–2000.

Table D-7. Counts of changes made to the Public Charter School Principal Questionnaire (SASS-2D) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of interview records	Item	Variable	Records where values were changed	Percent of interview records
5a	A0053	2	0.21	20a	A0188	25	2.63
5b	A0054	2	0.21	22a	A0207	30	3.16
6b	A0056	13	1.37	22c	A0209	93	9.80
8	A0068	3	0.32	22d	A0212	1	0.11
	A0069	4	0.42	22e	A0213	402	42.36
15a	A0164	13	1.37	23a	A0221	6	0.63

NOTE: SASS-2D is the Public Charter School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public Charter School Principal Survey,” 1999–2000.

Table D-8. Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
7a	S0092	1,126	11.95	32h	S0229	720	7.64
8	S0095	38	0.40		S0230	563	5.98
9b	S0097	92	0.98	32h	S0233	177	1.88
9f	S0101	1,805	19.16		S0234	177	1.88
10	S0103	554	5.88	33b	S0250	106	1.13
11b	S0107	731	7.76	33f	S0254	702	7.45
13	S0110	3	0.03	34	S0255	53	0.56
15a	S0112	17	0.18	35a	S0256	216	2.29
16	S0115	582	6.18	36a	S0265	260	2.76
17d	S0119	19	0.20	36l	S0276	166	1.76
19c	S0134	136	1.44	37b	S0278	31	0.33
20a	S0135	38	0.40	37c	S0279	49	0.52
23a	S0153	942	10.00	39a	S0282	65	0.69
23b	S0154	1	0.01	39b	S0283	2,935	31.16
24a	S0155	519	5.51		S0284	108	1.15
26a	S0161	56	0.59	39c	S0285	202	2.14
29a	S0194	3	0.03	39d	S0286	3,364	35.71
31a	S0203	11	0.12		S0287	79	0.84
32a	S0205	669	7.10	40a	S0288	174	1.85
	S0206	70	0.74	40b	S0289	29	0.31
32b	S0207	158	1.68	41a	S0290	22	0.23
	S0208	106	1.13	41d	S0309	9	0.10
32c	S0211	181	1.92		S0310	79	0.84
	S0212	161	1.71	42a	S0315	66	0.70
32d	S0213	1,195	12.69	43a	S0320	136	1.44
	S0214	506	5.37	43b	S0321	4	0.04
32e	S0215	909	9.65	45a	S0329	107	1.14
	S0216	190	2.02	48a	S0342	33	0.35
32g	S0227	1,320	14.01	49a	S0344	40	0.42
	S0228	113	1.20				

NOTE: SASS-3A is the Public School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000.

Table D-9. Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
5a	S0090	204	7.14	47a	S0487	9	0.31
	S0091	270	9.44	51	S0500	126	4.41
6	S0900	527	18.43	54	S0507	12	0.42
7a	S0901	12	0.42		S0508	17	0.59
7b	S0095	45	1.57	55c	S0511	324	11.33
8	S0096	75	2.62	55d	S0513	803	28.09
	S0097	134	4.69	56a	S0515	9	0.31
	S0098	90	3.15	60	S0615	48	1.68
	S0099	190	6.65	66	S0628	83	2.90
	S0100	105	3.67	68a	S0205	191	6.68
	S0101	363	12.70		S0206	52	1.82
10	S0470	18	0.63	68b	S0207	75	2.62
12	S0107	99	3.46		S0208	48	1.68
16	S0110	12	0.42	68c	S0209	202	7.07
18	S0906	108	3.78		S0210	134	4.69
20	S0943	1	0.04	68d	S0211	89	3.11
	S0948	62	2.17		S0212	84	2.94
21	S0953	64	2.24	68e	S0213	242	8.46
22e	S0958	22	0.77		S0214	212	7.42
23	S0228	16	0.56	68f	S0215	92	3.22
24	S0250	28	0.98		S0216	48	1.68
	S0254	496	17.35	68h	S0229	321	11.23
25	S0255	23	0.80		S0230	261	9.13
26	S0964	495	17.31	71a	S0194	5	0.17
27	S0574	181	6.33	73a	S0203	6	0.21
29a	S0581	2	0.07	74a	S0277	1	0.04
30a	S0583	1	0.04	74b	S0278	6	0.21
30b	S0584	7	0.24	74c	S0279	12	0.42
32a	S0965	6	0.21	76a	S0282	147	5.14
32b	S0966	3	0.10	76b	S0283	1,042	36.45
	S0967	37	1.29		S0284	24	0.84
33a	S0968	14	0.49	76c	S0285	27	0.94
35	S0115	121	4.23	76d	S0286	1,225	42.85
36d	S0119	26	0.91		S0287	12	0.42
39a	S0153	389	13.61	77	S0288	27	0.94
40a	S0155	316	11.05	78	S0290	5	0.17
45a	S0256	68	2.38	82a	S0315	16	0.56
46	S0265	39	1.36	83a	S0320	16	0.56
	S0276	27	0.94	85	S0329	19	0.66

NOTE: SASS-3B is the Private School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000.

Table D-10. Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
6a	S0092	2	1.72		S0230	3	2.59
8	S0099	2	1.72	31h	S0233	5	4.31
	S0101	6	5.17		S0234	5	4.31
9a	S0103	24	20.69	32	S0254	7	6.03
9b	S0470	4	3.45	33	S0255	3	2.59
10b	S0107	11	9.48	35a	S0256	2	1.72
12	S0110	1	0.86	36	S0265	3	2.59
14	S0115	13	11.21		S0276	2	1.72
22a	S0153	18	15.52	41	S0500	5	4.31
23a	S0155	2	1.72	45c	S0511	17	14.66
25	S0574	73	62.93	45d	S0513	54	46.55
27	S0581	1	0.86	52a	S0628	1	0.86
31a	S0205	6	5.17	57a	S0194	1	0.86
	S0206	2	1.72	62a	S0282	1	0.86
31b	S0207	1	0.86	62b	S0283	31	26.72
	S0208	2	1.72		S0284	2	1.72
31c	S0211	3	2.59	62d	S0287	4	3.45
	S0212	3	2.59		S0286	65	56.03
31d	S0213	7	6.03	63a	S0288	2	1.72
	S0214	4	3.45	63b	S0289	1	0.86
31e	S0215	9	7.76	64d	S0310	72	62.07
	S0216	4	3.45	66a	S0320	4	3.45
31g	S0227	26	22.41	68a	S0329	2	1.72
	S0228	4	3.45	72a	S0344	1	0.86
31h	S0229	4	3.45				

NOTE: SASS-3C is the Indian School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Survey," 1999–2000.

Table D-11. Counts of changes made to the Public Charter School Questionnaire (SASS-3D) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
6a	S0092	78	8.58	46	S0254	51	5.61
7a	S0342	2	0.22		S0250	5	0.55
8a	S0344	2	0.22	47	S0255	3	0.33
9	S0095	2	0.22		S0256	27	2.97
10	S0097	9	0.99	49	S0265	12	1.32
	S0101	202	22.22		S0276	20	2.20
11a	S0103	112	12.32	50b	S0278	6	0.66
12b	S0107	73	8.03		S0279	6	0.66
14d	S0753	5	0.55	52a	S0282	10	1.10
15b	S0756	4	0.44	52b	S0283	298	32.78
17	S0759	14	1.54		S0284	26	2.86
19	S0110	1	0.11	52c	S0285	28	3.08
20a	S0790	21	2.31	52d	S0286	453	49.84
22a	S0112	3	0.33		S0287	23	2.53
23	S0115	78	8.58	53a	S0288	29	3.19
24d	S0119	5	0.55	53b	S0289	11	1.21
26c	S0134	11	1.21	54a	S0290	2	0.22
27a	S0793	3	0.33	54d	S0310	550	60.51
30a	S0153	86	9.46	55a	S0315	3	0.33
31a	S0155	61	6.71	56a	S0320	13	1.43
33	S0574	442	48.62	56b	S0321	2	0.22
36a	S0583	1	0.11	58a	S0329	14	1.54
36b	S0584	1	0.11	61a	S0795	5	0.55
38a	S0161	1	0.11	61b	S0796	706	77.67
42a	S0194	3	0.33	61c	S0797	4	0.44
44a	S0203	1	0.11	63a	S0487	5	0.55
45a	S0205	129	14.19	66a	S0497	2	0.22
	S0206	26	2.86	68	S0500	21	2.31
45b	S0207	74	8.14	70	S0507	12	1.32
	S0208	18	1.98		S0508	12	1.32
45c	S0211	73	8.03	71c	S0511	73	8.03
	S0212	70	7.70	71d	S0513	370	40.70
45d	S0213	110	12.10	72a	S0515	5	0.55
	S0214	81	8.91	80a	S0615	4	0.44
45e	S0215	67	7.37	81a	S0628	10	1.10
	S0216	37	4.07	82	S0798	8	0.88
45g	S0227	122	13.42	85a	S0806	8	0.88
	S0228	17	1.87	85b	S0807	33	3.63
45h	S0229	77	8.47	86a	S0812	11	1.21
	S0230	88	9.68	86b	S0813	34	3.74
45h	S0233	17	1.87	87b	S0819	13	1.43
	S0234	17	1.87	88a	S0824	4	0.44

NOTE: SASS-3D is the Public Charter School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Survey," 1999–2000.

Table D-12. Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
1a	T0051	181	0.38	13c	T0105	9,925	20.63
1b	T0052	18,647	38.76	13d	T0106	159	0.33
1c	T0053	6	0.01	14a	T0107	17	0.04
2	T0054	465	0.97	14b	T0108	32	0.07
3a	T0055	20	0.04	15a	T0109	589	1.22
3b	T0056	16	0.03	16a	T0111	106	0.22
3c	T0057	15	0.03	17a	T0113	1,337	2.78
4a	T0059	32	0.07	18	T0120	1,591	3.31
4b	T0060	12,638	26.27	19a	T0122	80	0.17
4e	T0062	406	0.84	19b	T0123	8,103	16.84
4f	T0063	23	0.05	25a	T0147	20	0.04
5	T0064	360	0.75	28g	T0177	69	0.14
6a	T0065	2,519	5.24	32	T0189	75	0.16
6b	T0066	4,851	10.08		T0190	168	0.35
7a	T0067	284	0.59	34a	T0206	263	0.55
7b	T0068	24,054	50.00	34b	T0207	14,417	29.97
7c	T0069	23,906	49.69	37	T0213	5,024	10.44
8a	T0070	327	0.68	47a	T0255	75	0.16
8b	T0071	81	0.17	48	T0259	928	1.93
8c	T0072	5	0.01	49	T0260	523	1.09
8d	T0073	920	1.91	50a	T0261	33	0.07
8f	T0075	1,537	3.20	50b	T0262	100	0.21
9a	T0079	1	0.00	50d	T0264	1,129	2.35
10a	T0080	225	0.47	51	T0273	10,719	22.28
10b	T0081	70	0.15	52	T0275	7,621	15.84
10c	T0082	96	0.20	53a	T0276	116	0.24
11a	T0083	654	1.36	53b	T0277	95	0.20
11d	T0086	8	0.02	55a	T0280	5	0.01
11b	T0087	107	0.22	55b	T0281	106	0.22
11c	T0088	102	0.21	55c	T0282	33	0.07
11d	T0089	106	0.22	56a	T0283	7	0.01
11b	T0090	112	0.23	56b	T0284	158	0.33
11c	T0091	93	0.19	56c	T0285	9	0.02
11d	T0092	97	0.20	62b	T0347	1,001	2.08
13a	T0103	236	0.49		T0352	43	0.09
13b	T0104	117	0.24	65a	T0357	3	0.01

NOTE: SASS-4A is the Public School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Survey," 1999–2000.

Table D-13. Counts of changes made to the Private School Teacher Questionnaire (SASS-4B) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
1a	T0051	29	0.37	13d	T0106	22	0.28
1b	T0052	2,832	36.25	14a	T0107	3	0.04
2	T0054	96	1.23	14b	T0108	15	0.19
4a	T0059	11	0.14	15a	T0109	78	1.00
4b	T0060	2,177	27.87	16a	T0111	19	0.24
4e	T0062	72	0.92	17a	T0113	323	4.13
4f	T0063	12	0.15	18	T0120	237	3.03
5	T0064	108	1.38	19a	T0122	16	0.20
6a	T0065	553	7.08	19b	T0123	1,072	13.72
6b	T0066	799	10.23	25a	T0147	1	0.01
7a	T0067	65	0.83	28g	T0177	11	0.14
7b	T0068	3,086	39.50	32	T0189	9	0.12
7c	T0069	3,051	39.06		T0190	19	0.24
8a	T0070	34	0.44	34a	T0206	37	0.47
8b	T0071	19	0.24	34b	T0207	2,265	28.99
8c	T0072	3	0.04	37	T0213	912	11.67
8d	T0073	157	2.01	47a	T0255	7	0.09
8f	T0075	211	2.70	48	T0259	113	1.45
9a	T0079	5	0.06	49	T0260	92	1.18
10a	T0080	27	0.35	50a	T0261	4	0.05
10b	T0081	8	0.10	50b	T0262	7	0.09
10c	T0082	7	0.09	50d	T0264	167	2.14
11a	T0083	110	1.41	51	T0273	1,546	19.79
11d	T0086	1	0.01	52	T0275	1,656	21.20
11b	T0087	16	0.20	53a	T0276	7	0.09
11c	T0088	15	0.19	53b	T0277	15	0.19
11d	T0089	14	0.18	55a	T0280	1	0.01
11b	T0090	13	0.17	55b	T0281	13	0.17
11c	T0091	12	0.15	56b	T0284	19	0.24
11d	T0092	9	0.12	62b	T0347	175	2.24
13a	T0103	57	0.73		T0352	21	0.27
13c	T0105	1,765	22.59	65a	T0357	1	0.01

NOTE: SASS-4B is the Private School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Teacher Survey," 1999–2000.

Table D-14. Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
1a	T0051	1	0.24	13c	T0105	52	12.68
1b	T0052	126	30.73	13d	T0106	6	1.46
2	T0054	4	0.98	14b	T0108	3	0.73
3a	T0055	2	0.49	15a	T0109	8	1.95
3b	T0056	1	0.24	16a	T0111	1	0.24
4a	T0059	3	0.73	17a	T0113	17	4.15
4b	T0060	86	20.98	18	T0120	17	4.15
4e	T0062	9	2.20	19b	T0123	52	12.68
4f	T0063	2	0.49	28g	T0177	2	0.49
5	T0064	11	2.68	32	T0190	2	0.49
6a	T0065	66	16.10	34a	T0206	4	0.98
6b	T0066	62	15.12	34b	T0207	117	28.54
7a	T0067	2	0.49	37	T0213	70	17.07
7b	T0068	153	37.32	47a	T0255	1	0.24
7c	T0069	149	36.34	48	T0259	10	2.44
8a	T0070	3	0.73	49	T0260	4	0.98
8d	T0073	10	2.44	50d	T0264	8	1.95
8f	T0075	21	5.12	51	T0273	60	14.63
11a	T0083	10	2.44	52	T0275	108	26.34
11d	T0086	1	0.24	53a	T0276	2	0.49
11b	T0087	1	0.24	55b	T0281	1	0.24
11c	T0088	1	0.24	56b	T0284	3	0.73
11d	T0089	1	0.24	62b	T0347	21	5.12
13a	T0103	8	1.95	65a	T0357	1	0.24
13b	T0104	1	0.24				

NOTE: SASS-4C is the Indian School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Teacher Survey," 1999–2000.

Table D-15. Counts of changes made to the Public Charter School Teacher Questionnaire (SASS-4D) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
1a	T0051	18	0.58	13b	T0104	5	0.16
1b	T0052	1,075	34.77	13c	T0105	441	14.26
1c	T0053	7	0.23	13d	T0106	12	0.39
2	T0054	52	1.68	14a	T0107	1	0.03
3a	T0055	7	0.23	15a	T0109	36	1.16
3b	T0056	15	0.49	16a	T0111	8	0.26
3c	T0057	4	0.13	17a	T0113	146	4.72
4a	T0059	15	0.49	18	T0120	132	4.27
4b	T0060	736	23.80	19a	T0122	11	0.36
4e	T0062	26	0.84	19b	T0123	426	13.78
4f	T0063	5	0.16	28g	T0177	7	0.23
5	T0064	29	0.94	32	T0189	3	0.10
6a	T0065	329	10.64		T0190	14	0.45
6b	T0066	390	12.61	34a	T0206	20	0.65
7a	T0067	14	0.45	34b	T0207	841	27.20
7b	T0068	1,353	43.76	37	T0213	429	13.87
7c	T0069	1,316	42.56	47a	T0255	5	0.16
8a	T0070	17	0.55	48	T0259	61	1.97
8b	T0071	6	0.19	49	T0260	36	1.16
8d	T0073	60	1.94	50a	T0261	1	0.03
8f	T0075	108	3.49	50b	T0262	10	0.32
9a	T0079	3	0.10	50d	T0264	59	1.91
10a	T0080	8	0.26	51	T0273	508	16.43
10b	T0081	2	0.06	52	T0275	817	26.42
10c	T0082	3	0.10	53a	T0276	3	0.10
11a	T0083	39	1.26	53b	T0277	5	0.16
11d	T0086	1	0.03	55b	T0281	3	0.10
11b	T0087	5	0.16	55c	T0282	3	0.10
11c	T0088	5	0.16	56a	T0283	1	0.03
11d	T0089	5	0.16	56b	T0284	10	0.32
11b	T0090	5	0.16	56c	T0285	1	0.03
11c	T0091	5	0.16	62b	T0347	63	2.04
11d	T0092	5	0.16		T0352	7	0.23
13a	T0103	21	0.68	65a	T0357	1	0.03

NOTE: SASS-4D is the Public Charter School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public Charter Teacher Survey,” 1999–2000.

Table D-16. Counts of changes made to the Public School Library Media Center Questionnaire (LS-1A) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
I	M0050	360	4.59	10a	M0096	561	7.16
II	M0051	428	5.46	12a	M0100	4	0.05
4a	M0061	55	0.70	15	M0132	60	0.77
5	M0070	120	1.53	16d	M0136	15	0.19
	M0075	20	0.26	18a	M0139	85	1.08
6	M0076	112	1.43	20a	M0145	10	0.13
	M0077	3	0.04	22	M0149	41	0.52
	M0081	15	0.19		M0150	13	0.17
7	M0082	72	0.92		M0151	2	0.03
	M0083	5	0.06		M0158	120	1.53
	M0087	9	0.11		M0159	36	0.46
8	M0088	1,604	20.46	23	M0164	915	11.67
9	M0089	9	0.11	26	M0173	4	0.05
	M0090	8	0.10	31a	M0184	57	0.73
	M0091	47	0.60	37b	M0203	14	0.18
	M0092	5	0.06	38a	M0204	216	2.76
	M0093	5	0.06	38b	M0205	202	2.58
	M0094	36	0.46	39a	M0207	27	0.34

NOTE: LS-1A is the Public School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Library Media Center Survey," 1999–2000.

Table D-17. Counts of changes made to the Private School Library Media Center Questionnaire (LS-1B) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
I	M0050	200	9.29		M0094	9	0.42
II	M0051	165	7.67	11a	M0096	136	6.32
4a	M0061	23	1.07	15	M0132	19	0.88
5a	M0063	3	0.14	16d	M0136	2	0.09
5b	M0064	14	0.65	18a	M0139	71	3.30
	M0069	6	0.28	20a	M0145	1	0.05
6	M0070	41	1.91	22	M0149	5	0.23
	M0075	7	0.33		M0150	8	0.37
7	M0076	26	1.21		M0158	1,568	72.86
	M0077	2	0.09		M0159	68	3.16
	M0081	2	0.09	23	M0164	216	10.04
8	M0082	21	0.98	26	M0173	3	0.14
	M0087	1	0.05	31a	M0184	48	2.23
9	M0088	352	16.36	37b	M0203	3	0.14
10	M0089	2	0.09	38a	M0204	59	2.74
	M0090	6	0.28	38b	M0205	53	2.46
	M0091	22	1.02	39a	M0207	33	1.53
	M0092	1	0.05				

NOTE: LS-1B is the Private School Library Media Center Questionnaire form number.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private Library Media Center Survey,” 1999–2000.

Table D-18. Counts of changes made to the Indian School Library Media Center Questionnaire (LS-1C) variables in the computer edit: 1999–2000

Item	Variable	Records where values were changed	Percent of total records	Item	Variable	Records where values were changed	Percent of total records
I	M0050	15	14.29	10a	M0096	10	9.52
II	M0051	17	16.19	17a	M0139	4	3.81
4a	M0061	2	1.90	21	M0149	4	3.81
5	M0070	1	0.95		M0158	2	1.90
	M0075	1	0.95	22	M0164	14	13.33
6	M0076	1	0.95	30a	M0184	1	0.95
7	M0082	2	1.90	36b	M0203	1	0.95
8	M0088	24	22.86	37a	M0204	2	1.90
	M0095	1	0.95				

NOTE: LS-1C is the Indian School Library Media Center Questionnaire form number.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA Library Media Center Survey,” 1999–2000.

Appendix E. Imputation Procedures for Individual Questionnaires

A general discussion of the imputation procedures used in the 1999–2000 SASS is contained in chapter VIII. This appendix details the imputation procedures employed for each questionnaire, and includes tables showing the items for each questionnaire that were imputed. Sections are arranged in the following order:

A.	Percentage of Entries Imputed in Each Stage	E-3
B.	Imputation Procedures for the School District Questionnaire (Form SASS-1A)	E-7
C.	Imputation Procedures for the School Principal Questionnaire (Forms SASS-2A, -2B, -2C, and -2D)	E-11
D.	Imputation Procedures for the Public School Questionnaire (Form SASS-3A)	E-21
E.	Imputation Procedures for the Private School Questionnaire (Form SASS-3B)	E-25
F.	Imputation Procedures for the Indian School Questionnaire (Form SASS-3C)	E-32
G.	Imputation Procedures for the Public Charter School Questionnaire (Form SASS-3D)	E-34
H.	Imputation Procedures for the School Teacher Questionnaire (Forms SASS-4A, -4B, -4C, and -4D)	E-40
I.	Imputation Procedures for the School Library Media Center Questionnaire (Forms LS-1A, -1B, and -1C)	E-59

List of Tables

Table E-1.	Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000	E-3
Table E-2.	School District Questionnaire (SASS-1A) items imputed in stage 1 by using other data on record: 1999–2000	E-9
Table E-3.	School District Questionnaire (SASS-1A) items imputed in stage 1 by using school data from the SASS-3A record: 1999–2000	E-9
Table E-4.	School District Questionnaire (SASS-1A) imputation variables: 1999–2000	E-10
Table E-5.	School District Questionnaire (SASS-1A) stage 2 matching variables and collapse order: 1999–2000	E-11
Table E-6.	School Principal Questionnaires (SASS-2A, -2B, -2C, and -2D) items that were imputed in stage 1: 1999–2000	E-13
Table E-7.	Public School Principal Questionnaire (SASS-2A) imputation variables: 1999–2000....	E-14
Table E-8.	Private School Principal Questionnaire (SASS-2B) imputation variables: 1999–2000...	E-15
Table E-9.	Public Charter School Principal Questionnaire (SASS-2D) imputation variables: 1999–2000.....	E-17
Table E-10.	Public School Principal Questionnaire (SASS-2A) stage 2 matching variables and collapse order: 1999–2000	E-19
Table E-11.	Private School Principal Questionnaire (SASS-2B) stage 2 matching variables and collapse order: 1999–2000	E-19
Table E-12.	Public Charter School Principal Questionnaire (SASS-2D) stage 2 matching variables and collapse order: 1999–2000	E-20
Table E-13.	Public School Questionnaire (SASS-3A) items imputed in stage 1 by using other data on record: 1999–2000	E-23
Table E-14.	Public School Questionnaire (SASS-3A) items imputed in stage 1 using district data: 1999–2000.....	E-23
Table E-15.	Public School Questionnaire (SASS-3A) imputation variables: 1999–2000	E-24
Table E-16.	Public School Questionnaire (SASS-3A) stage 2 matching variables and collapse order: 1999–2000	E-24

Table E-17.	Private School Questionnaire (SASS-3B) items imputed in stage 1 by using other data on record: 1999–2000.....	E-27
Table E-18.	Private School Questionnaire (SASS-3B) imputation variables: 1999–2000.....	E-28
Table E-19.	Private School Questionnaire (SASS-3B) stage 2 matching variables and collapse ordering for PSS items: 1999–2000.....	E-30
Table E-20.	Private School Questionnaire (SASS-3B) stage 2 matching variables and collapse ordering for non-PSS items: 1999–2000.....	E-31
Table E-21.	Indian School Questionnaire (SASS-3C) items imputed in stage 1 by using other data on record: 1999–2000.....	E-33
Table E-22.	Public Charter School Questionnaire (SASS-3D) items imputed in stage 1 by using other data on record: 1999–2000.....	E-36
Table E-23.	Public Charter School Questionnaire (SASS-3D) items imputed in stage 1 using district data: 1999–2000.....	E-36
Table E-24.	Public Charter School Questionnaire (SASS-3D) imputation variables: 1999–2000.....	E-37
Table E-25.	Public Charter School Questionnaire (SASS-3D) stage 2 matching variables and collapse order: 1999–2000.....	E-39
Table E-26.	School Teacher Questionnaire (SASS-4A, -4B, -4C, and -4D) items imputed in stage 1 by using other data on record: 1999–2000.....	E-42
Table E-27.	Public School Teacher Questionnaire (SASS-4A) imputation variables: 1999–2000.....	E-43
Table E-28.	Private School Teacher Questionnaire (SASS-4B) imputation variables: 1999–2000.....	E-47
Table E-29.	Indian School Teacher Questionnaire (SASS-4C) imputation variables: 1999–2000.....	E-49
Table E-30.	Public Charter School Teacher Questionnaire (SASS-4D) imputation variables: 1999–2000.....	E-51
Table E-31.	Public School Teacher Questionnaire (SASS-4A) stage 2 matching variables and collapse order: 1999–2000.....	E-54
Table E-32.	Private School Teacher Questionnaire (SASS-4B) stage 2 matching variables and collapse order: 1999–2000.....	E-55
Table E-33.	Indian School Teacher Questionnaire (SASS-4C) stage 2 matching variables and collapse order: 1999–2000.....	E-56
Table E-34.	Public Charter School Teacher Questionnaire (SASS-4D) stage 2 matching variables and collapse order: 1999–2000.....	E-57
Table E-35.	Public School Library Media Center Questionnaire (LS-1A) items imputed in stage 1 by using other data on record: 1999–2000.....	E-61
Table E-36.	Private School Library Media Center Questionnaire (LS-1B) items imputed in stage 1 by using other data on record: 1999–2000.....	E-61
Table E-37.	Indian School Library Media Center Questionnaire (LS-1C) items imputed in stage 1 by using other data on record: 1999–2000.....	E-62
Table E-38.	Public School Library Media Center Questionnaire (LS-1A) imputation variables: 1999–2000.....	E-62
Table E-39.	Private School Library Media Center Questionnaire (LS-1B) imputation variables: 1999–2000.....	E-63
Table E-40.	Public School Library Media Center Questionnaire (LS-1A) stage 2 matching variables and collapse order: 1999–2000.....	E-64
Table E-41.	Private School Library Media Center Questionnaire (LS-1B) stage 2 matching variables and collapse order: 1999–2000.....	E-65

A. Percentage of Entries Imputed in Each Stage

The following table shows the percentage of entries imputed in each stage for items where the response rate was less than 75 percent. This table is also included in chapter VIII, as table 36.

Table E-1. Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000

Item¹	Stage 1	Stage 2, “sequential nearest neighbor hot deck”	Stage 3, “clerical”
District (SASS-1A)			
6a	21.2	4.8	0
6b	22.4	5.3	0
6c	20.6	5.0	0
39c	0	28.7	0
47b	0	25.0	62.5
Public school principal (SASS-2A)			
10a(7)	54.3	0.3	0
10b(5)	53.5	0.7	0
10c(5)	53.5	0.9	0
10g(5)	53.5	1.0	0
Indian school principal (SASS-2C)			
10a(5)	67.6	0	0.9
10b(3)	65.8	0	0.9
10c(3)	65.8	0	1.8
10g(3)	65.8	0	1.8
21i	0	0	84.7
Public charter school principal (SASS-2D)			
10a(7)	49.8	0.4	0.1
10b(5)	49.8	1.6	0
10c(5)	49.8	1.7	0
Public school (SASS-3A)			
9b	25.1	0.6	0
11a(0–9)	2.4	29.9	0
11a(10–20)	2.4	29.9	0
11a(21+)	2.3	29.9	0
32a(PT)	22.1	2.9	0
32b(PT)	24.6	1.3	0
33b	23.5	4.9	0
Private school (SASS-3B)			
8a	25.2	1.0	0
8b	48.1	1.0	0
8c	25.2	1.0	0
8f	51.9	0	0
11(0–9)	2.5	28.5	0
11(10–20)	2.3	28.5	0
11(21+)	2.1	28.5	0
22d	21.6	4.2	0
22e	34.8	4.3	0
29b	0	46.2	7.7
52c	0	25.4	0
52d	0	32.7	0
52e	0	28.4	0
52f	0	25.8	0
55a	0	41.9	0.5
55b	0	45.1	0.5
55c	0	43.5	0.6
55d	0	53.5	0.8
56b	0	55.3	0.6

See notes at end of table.

Table E-1. Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000—Continued

Item ¹	Stage 1	Stage 2, "sequential nearest neighbor hot deck"	Stage 3, "clerical"
Indian school (SASS-3C)			
10(0–9)	0	0	33.6
10(10–20)	0	0	34.5
10(21+)	0	0	37.1
30c(4-yr)	0	0	40.0
30c(2-yr)	0	0	33.3
30c(tech)	0	0	40.0
32e	18.1	0	7.8
45a	0	0	28.4
45b	0	0	30.2
45c	0	0	29.3
45d	0	0	28.4
Public charter school (SASS-3D)			
10a	23.4	2.3	0
10b	24.8	2.1	0
10c	22.9	2.2	0
12(0–9)	2.1	35.2	0
12(10–20)	2.1	35.2	0
12(21+)	1.5	35.2	0
18o(y/n)	44.8	11.7	0
18o(importance)	0	27.0	2.4
35b	0	44.4	16.7
38c(4-yr)	9.8	17.1	0
38c(2-yr)	9.0	17.6	0
38c(tech)	18.8	17.6	0
46b	41.5	6.3	0
46c	20.5	6.6	0
54a	0	30.3	0
69d	0	30.6	0.2
69e	0	30.0	0
69f	0	26.0	0
71a	0	31.1	0
71b	0	35.3	0
71c	0	33.0	0
71d	0	39.5	0
72b	0	46.6	0
83b	0	35.5	0
90	0	28.7	0
Public school teacher (SASS-4A)			
38(11, code)	25.3	0	2.0
38(11, enrollment)	0.2	25.1	3.0
38(12, code)	27.9	0	2.2
38(12, enrollment)	0.1	27.7	2.8
38(13, code)	31.3	0	2.1
38(13, enrollment)	0.1	31.4	2.9
38(14, code)	33.5	0	2.3
38(14, enrollment)	0.1	33.2	3.1
38(15, code)	36.5	0	2.5
38(15, enrollment)	0.1	35.5	3.5
50e(8)	47.1	4.6	0

See notes at end of table.

Table E-1. Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000—Continued

Item ¹	Stage 1	Stage 2, “sequential nearest neighbor hot deck”	Stage 3, “clerical”
Private school teacher (SASS-4B)			
4c	0	6.9	69.9
37	89.2	0	0.7
38(8, code)	27.9	0	1.8
38(8, enrollment)	0.3	28.9	1.6
38(9, code)	32.8	0	1.9
38(9, enrollment)	0.2	32.8	1.7
38(10, code)	38.5	0	1.4
38(10, enrollment)	0	38.9	1.4
38(11, code)	43.3	0	1.4
38(11, enrollment)	0	43.3	1.4
38(12, code)	47.4	0	1.3
38(12, enrollment)	0	47.1	1.0
38(13, code)	51.6	0	1.2
38(13, enrollment)	0	51.4	1.2
38(14, code)	55.6	0	1.3
38(14, enrollment)	0	54.0	1.3
38(15, code)	58.2	0	1.4
38(15, enrollment)	0	56.8	1.4
Indian school teacher (SASS-4C)			
2	0	0	27.8
11(2nd masters, year)	44.4	0	0
11(CAG, year)	33.3	0	0
37	93.4	0	1.3
38(7, code)	14.8	0	22.2
38(7, enrollment)	0	14.8	22.2
38(8, code)	16.7	0	27.8
38(8, enrollment)	0	16.7	27.8
38(9, code)	0	0	33.3
38(9, enrollment)	0	0	33.3
38(10, code)	0	0	33.3
38(10, enrollment)	0	0	33.3
38(11, code)	0	0	40.0
38(11, enrollment)	0	0	40.0
38(12, code)	0	0	44.4
38(12, enrollment)	0	0	44.4
38(13, code)	0	0	50.0
38(13, enrollment)	0	0	50.0
38(14, code)	0	0	60.0
38(14, enrollment)	0	0	60.0
38(15, code)	0	0	60.0
38(15, enrollment)	0	0	60.0
50e(8)	77.1	6.8	0.8
Public charter school teacher (SASS-4D)			
4c	0	0	53.4
37	84.1	0	0.3
38(6, code)	27.2	0	0.9
38(6, enrollment)	0	26.6	1.2
38(7, code)	37.6	0	1.1
38(7, enrollment)	0	36.8	1.6
38(8, code)	45.9	0	1.4
38(8, enrollment)	0	44.8	2.1

See notes at end of table.

Table E-1. Percentage of entries imputed in each stage for items where item response rate was less than 75 percent, by survey: 1999–2000—Continued

Item ¹	Stage 1	Stage 2, “sequential nearest neighbor hot deck”	Stage 3, “clerical”
Public charter school teacher (SASS-4D)—cont.			
38(9, code)	50.4	0	1.6
38(9, enrollment)	0	48.4	2.4
38(10, code)	53.1	0	3.4
38(10, enrollment)	0	52.2	2.7
38(11, code)	44.0	0	1.5
38(11, enrollment)	0	44.0	2.5
38(12, code)	49.4	0	2.2
38(12, enrollment)	0	48.9	3.3
38(13, code)	57.2	0	1.2
38(13, enrollment)	0	57.2	2.5
38(14, code)	59.9	0	1.3
38(14, enrollment)	0	59.9	2.6
38(15, code)	63.2	0	1.4
38(15, enrollment)	0	63.9	2.8
50e(8)	48.5	5.2	1.4
Public school library media center (LS-1A)			
6(y/n)	55.6	0.1	0
8	59.6	0.1	0
22d(acquired)	14.8	19.5	0
22e(total)	13.1	13.4	0
Private school library media center (LS-1B)			
6(y/n)	42.7	0	0
7(y/n)	31.5	0.2	0
8(y/n)	34.7	0.7	0
9	48.6	0.8	0
22b(total)	1.8	25.6	0.1
22c(total)	10.7	20.9	0.1
22d(acquired)	10.0	23.8	0
22e(total)	22.1	9.6	0
25(medicine)	1.6	23.7	0
25(space)	1.5	24.0	0
25(government)	1.6	24.1	0
25(Europe)	1.6	24.4	0
Indian school library media center (LS-1C)			
5(y/n)	36.5	0	0
5(3/4 time)	21.8	0	5.4
5(1/2 time)	20.0	0	5.4
5(<1/2 time)	21.8	0	5.4
5(total)	23.6	0	5.4
6(y/n)	46.2	0	0
7(y/n)	30.8	0	1.0
19b(2)	0	0	30.8
21b(total)	0	0	28.8
21c(total)	0	0	25.0
21d(total)	1.0	0	27.9
21e(total)	1.0	0	27.9

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: A general description of imputation procedures is provided in chapter VIII, Imputation Procedures (stage 1 is described in section VIII.A.1; stage 2, or the “sequential nearest neighbor hot deck” procedure, is described in VIII.A.2; and stage 3, or clerical imputation, is described in VIII.A.3). Specifics about the imputation procedures used for individual questionnaires are provided in the pages that follow. The information in parentheses following the survey name is the SASS questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

B. Imputation Procedures for the School District Questionnaire (Form SASS-1A)

Values were imputed to items with missing values during the three stages described below. The percentage of entries imputed in each stage for items where the response rate was less than 75 percent is shown in table E-1. Tables detailing the school district items imputed in stage 1 (tables E-2 and E-3), the school district imputation variables (table E-4), and the school district stage 2 matching variables and collapse order (table E-5) are grouped at the end of this section.

1. First Stage Imputation for School Districts

In the first stage, School District Questionnaire items with missing values were filled whenever possible by using information about the district from the following sources:

- *Other Questionnaire Items on the District's School District Questionnaire Record.* Based on entries from related questionnaire items, assumptions were made about how the respondent should have answered items with missing values. For example, if "Yes" was marked for some parts of item 13 (procedures for dismissing incompetent teachers) and the rest of item 13 was unanswered, the assumption was made that "No" should be marked for the unanswered parts and the code for "No" was imputed to them. Items where values have been imputed by using data from other School District Questionnaire items are listed in table E-2.
- *For One-School Districts, the Public School Questionnaire Record for That School.* If the district with missing data operated only one school and information for that school was collected in the 1999–2000 SASS, entries from the school record were used to fill items with missing values on the district record whenever possible. For example, if a one-school district did not report the count of K–12 students eligible for the lunch program in item 7b and counts of eligible students were reported on the Public School Questionnaire for the school, those counts were imputed to item 7b of the district record. The School District Questionnaire items shown in table E-3 were imputed with school data when available.
- *District's Sample File Record, Which Included Data from the 1997 CCD.* For a few cases, CCD data from the sample file were used to impute entries to items 5a, 7b, and 7d. For item 5a, if the district's total enrollment (K–12 plus any prekindergarten or postsecondary students) was not reported and the total enrollment on the sample file (MEMBER97) was greater than or equal to the K–12 enrollment in item 5b, the sample file enrollment was imputed to item 5a. For items 7b and 7d, if counts of prekindergarten students were not reported and the sample file indicated the district had no prekindergarten students, zero was imputed to item 7b and/or 7d if it had a missing value for prekindergarten.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the sum of the entries in item 6 (students by race) did not equal the district's K–12 enrollment in item 5b, the item 6 entries were adjusted to be consistent with item 5b. For those where the sum of the entries in item 9 (teachers by race) was not consistent with the count of teachers in item 10, the entries in item 9 were adjusted. For example, if the sum of the students reported by the racial categories in item 6 were greater than the district's K–12 enrollment reported in item 5b, the assumption was made that the distribution of students across the categories was correct, and the counts in item 6 were adjusted to fit the value reported in item 5b (i.e., each entry in item 6 was multiplied by the ratio of the district's K–12 enrollment to the sum of the entries in item 6).

2. Second Stage Imputation for School Districts

In general, the second stage of imputation filled unanswered items by using data from the record for a similar district (i.e., a district that was the same level, of similar size, with a similar percentage of minority students, etc.). Imputation variables that describe certain characteristics of the districts (e.g., enrollment size, school level, and percent minority students) were created and used to sort the records and to match incomplete records to those with complete entries (donors). Table E-4 lists the variable name, description, and values for the School District Questionnaire imputation variables. Table E-5 shows the questionnaire items, the matching variables, and the order of collapse for the matching variables.

States where there is only one or a few school districts were grouped in order to increase the pool of possible donors. All second stage imputation was done within the state groups.

The School District Questionnaire records were sorted so that records for similar districts were near each other on the file. Before the second stage of imputation for items 5a, 7, 8, 11, 12, 17, 18, 20, 21, 25, and 26, the district records were sorted by GROUP / STATE / LEVEL / URB / D0457. For items 6–9, 13–16, 22–24, and 57–66, the records were sorted by GROUP / STATE / URB / D0457. D0457 was the district's total enrollment for kindergarten through 12th grade.

For some items, such as item 8 (number of days in school year), data were directly copied to the record with the missing value. For others, such as item 7b (K–12 students eligible for lunch program), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 7b (number of K–12 students eligible for lunch program) was unanswered for district#1, the number of eligible K–12 students on the donor record was used with the K–12 enrollment in district#1 to calculate and impute the number of eligible students in district#1 (district#1 eligible students = district#1 K–12 enrollment X (eligible students in donor district / K–12 students in donor district)).

3. Clerical Imputation for School Districts

Values were clerically imputed for cases where there was no available donor or the value imputed by computer was out-of-range or inconsistent with values in other items.

Table E-2. School District Questionnaire (SASS-1A) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item¹	Source item(s)¹
5a	5b
29a	33a
29b	33c
32	29, 30
33	29, 30
48a	48b

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-3. School District Questionnaire (SASS-1A) items imputed in stage 1 by using school data from the SASS-3A record: 1999–2000

School District Questionnaire items¹	Public School Questionnaire source item(s)¹
6	9
7	39
9	33
27	20a
57	48, 49
58	48b
59	49b

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-1A is the School District Questionnaire form number. This imputation procedure was used only for one-school districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-4. School District Questionnaire (SASS-1A) imputation variables: 1999–2000

Variable name	Description	Values
ENR	Number of students by categories	1 = None 2 = 1–999 students 3 = 1,000–9,999 4 = 10,000 or more 5 = Unknown
GROUP ¹	Groups of states with similar districts	1 = Connecticut, Rhode Island 2 = Delaware, District of Columbia, Maryland 3 = Maine, New Hampshire, Vermont 4 = Massachusetts, New York 5 = New Jersey, Pennsylvania 6 = Illinois, Indiana 7 = Iowa, Nebraska 8 = Kansas, Oklahoma 9 = Michigan, Ohio 10 = Minnesota, Missouri, Wisconsin 11 = North Dakota, South Dakota 12 = Alabama, Louisiana 13 = Arkansas, Mississippi, West Virginia 14 = Florida, Texas 15 = Georgia, Virginia 16 = Kentucky, South Carolina 17 = North Carolina, Tennessee 18 = Alaska, Wyoming 19 = Arizona, Nevada, Utah 20 = California, Hawaii 21 = Colorado, Washington 22 = Idaho, Montana 23 = New Mexico, Oregon
LEVEL	Instructional levels in district	1 = Elementary only 2 = Combined, more elementary students than secondary 3 = Combined, comparable elementary and secondary student counts (or all students are ungraded) 4 = Combined, more secondary students than elementary 5 = Secondary only
MINEN	Percent minority enrollment code	1 = Less than 5.5 percent are of minority race or ethnic origin 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unknown 5 = 50.5 percent or more
URB	Type of community where district is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

¹ The variable GROUP was created because the District of Columbia and Hawaii have only one district and some states (e.g., Delaware) have only a few; combining states made more district records available as donor sources.

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-5. School District Questionnaire (SASS-1A) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
5a, 11, 39, 40–41, 42, 43, 44, 55, 56,	LEVEL, ENR, URB	URB, ENR, LEVEL
8, 17, 18, 20, 21, 25, 45–46, 47, 48, 49	LEVEL, ENR, URB	ENR, URB, LEVEL
12, 13, 14, 15, 16, 22, 23, 24, 26–27, 28–30, 32–33, 34b, 35, 36, 37, 50–51, 52, 53, 54	LEVEL, ENR, URB	LEVEL, ENR, URB
6, 7, 9	MINEN, URB, ENR	ENR, URB, MINEN
38, 57, 58, 59–61, 62–63, 64–66	MINEN, URB, ENR	ENR, MINEN, URB

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

C. Imputation Procedures for the School Principal Questionnaire (Forms SASS-2A, -2B, -2C, and -2D)

Values were imputed to items with missing values during the three stages described below. The percentage of entries imputed in each stage for items where the response rate was less than 75 percent is shown in table E-1. Tables detailing the school principal items imputed in stage 1 (table E-6), the school principal imputation variables (tables E-7 through E-9), and the school principal stage 2 matching variables and collapse order (tables E-10 through E-12) are grouped at the end of this section.

1. First Stage Imputation for Principals

During the first stage, some items with missing values were filled by using other data from the same record or by making some assumptions about the respondent’s intended answer (e.g., not answering means “No” or “None”). A few items were imputed by using data from the school record. The items listed in table E-6 were imputed during the first stage.

At the end of the first stage, imputation variables were created from questionnaire data or copied from the matching school record. These variables were used during the second stage of imputation.

2. Second Stage Imputation for Principals

In general, the second stage of imputation filled unanswered items by using data from the record for a similar principal (i.e., a principal of similar age, experience, education, etc.) who worked at a similar school (i.e., a school that was the same level, the same type, of similar size, etc.). Imputation variables that describe certain characteristics of the principals and their schools were created and used to sort the records and to match incomplete records to those with complete entries (donors).

a. Public School Principals

The second stage imputation was done within state; that is, the donor principal record had to be from the same state as the principal record with missing data. Within each state, the public school principal records were sorted as follows:

- For item 29, the records were sorted by NLEVEL / DEGREE / EXPER.
- For items 5b, 6, 8, and 9, the records were sorted by NLEVEL / DEGREE / YEARPRIN / HOWOLD.
- For items 7, 10–19, 21–23, and 25–28, the records were sorted by NLEVEL / DEGREE / YEARPRIN / EFIPCT.
- For item 20, the records were sorted by NLEVEL / TYPE / EFIPCT.

EFIPCT is the FIPS county code for the county where the respondent’s school was located. Table E-7 lists the variable name, description, and values for the Public School Principal Questionnaire imputation variables. The matching variables for each item and their order of collapse are shown in table E-10.

b. Private School Principals

The second stage imputation was done within general religious affiliation (AFFLG, where 1=Catholic, 2=Other religious, 3=Secular); that is, the donor principal record had to be for a principal at a school with the same general affiliation as the principal record with missing data. Within each general affiliation category, the private school principal records were sorted as follows:

- For item 26, the records were sorted by NLEVEL / DEGREE / EXPER.
- For items 5b, 6, 8, and 9, the records were sorted by NLEVEL / DEGREE / YEARPRIN / HOWOLD.
- For items 7, 10–18, 20, and 22–25, the records were sorted by NLEVEL / DEGREE / YEARPRIN / AFFILR.
- For item 19, the records were sorted by NLEVEL / TYPE / AFFILR.

Table E-8 lists the variable name, description, and values for the Private School Principal Questionnaire imputation variables. The matching variables for each item and their order of collapse are shown in table E-11.

c. Indian School¹ Principals

Because there were only 111 completed records² (interviews) for Indian school principals and the item response rates were very high for most items, the second stage of imputation was done clerically. The computer records were sorted by BIA status (whether the school was operated by BIA), state, school level, and size so that records for principals of similar schools were close together. The actual questionnaires were also reviewed for notes and other entries that were useful in deciding the values to be imputed. If an item could not be filled by using information on the questionnaire, values from the record for the principal of a similar school were used.

¹ Within this appendix, “Indian school” refers to schools selected to receive the Indian School Questionnaire (SASS-3C); that is, schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local school district. These schools may be operated by the BIA, a tribe, or a private contractor.

² The number of records for Indian school principals is less than the number of school records noted in section F.2 because some Indian school principals refused to complete the Indian School Principal Questionnaire (SASS-2C).

d. Public Charter School Principals

Because some states have only a few public charter schools, the states where the public charter schools were located were grouped to provide more possible donor records. All second stage imputation was done within the state groups. Table E-9 shows the values for variable STGROUP and the states assigned to each group. Within each state group, the record were sorted as follows:

- For items 5b, 6c, 7, 9, 10a, 10b, 10c, 10d, 10e, 10f, 10g, 11, 12a–d, 12e–f, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, and 25–28, records were sorted by STATE / ORIGIN / LEVEL / EXPER.
- For items 6a, 6b, 6d, and 8, records were sorted by STATE / ORIGIN / LEVEL / HOWOLD.

Table E-9 lists the variable name, description, and values for the Public Charter School Principal Questionnaire imputation variables. The matching variables for each item and their order of collapse are shown in table E-12.

3. Clerical Imputation for Public, Private, and Public Charter School Principals

Some values on the public, private, and public charter school principal records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record.

Table E-6. School Principal Questionnaires (SASS-2A, -2B, -2C, and -2D) items that were imputed in stage 1: 1999–2000

Questionnaire	Items
Public School Principal (SASS-2A)	5b, 6a, 6b, 6c, 6d, 10a(5), 10a(7), 10b(5), 10b(7), 10c(5), 10c(8), 10d(6), 10e(6), 10f(6), 10g(5), 10g(7), 15a, 15b, 18, 19, 20a, 20b, 22d, 22f, 23b
Private School Principal (SASS-2B)	5b, 6a, 6b, 6c, 6d, 10a(3), 10b(3), 10c(3), 10g(3), 15a, 15b, 17, 18, 19a, 19b
Indian School Principal (SASS-2C)	5b, 6a, 6b, 6c, 6d, 10a(3), 10a(5), 10b(3), 10b(5), 10c(3), 10c(6), 10d(4), 10e(4), 10f(4), 10g(3), 10g(5), 15a, 15b, 18, 19, 20a, 20b, 23b
Public Charter School Principal (SASS-2D)	5b, 6a, 6b, 6c, 6d, 10a(5), 10a(7), 10b(5), 10b(7), 10c(5), 10c(8), 10d(6), 10e(6), 10f(6), 10g(5), 10g(7), 15a, 15b, 18, 19, 20a, 20b, 22d, 22f, 23b

NOTE: SASS-2A is the Public School Principal Questionnaire form number, SASS-2B is the Private School Principal Questionnaire form number, SASS-2C is the Indian School Principal Questionnaire form number, and SASS-2D is the Public Charter School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-7. Public School Principal Questionnaire (SASS-2A) imputation variables: 1999–2000

Variable name	Description	Values
AGE	Age category	1 = Less than 30 years old 2 = 30–45 years old 3 = 46–60 years old 4 = More than 60 years old 5 = Unclassified
DEGREE	Highest degree held by principal	1 = Associate degree or no degree 2 = Bachelor's degree 3 = Master's degree 4 = Education specialist or professional diploma (at least 1 year beyond master's level) 5 = Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., L.L.B, D.D.S.)
ENR	School enrollment category	1 = Less than 300 students 2 = 300–599 students 3 = 600 or more students 4 = Unclassified
EXPER	Respondent's total years of experience as a teacher and a principal	Calculated as follows: exper = sum(a0053, a0054, a0055)
HOWOLD	Respondent's age	Calculated as follows: if a0231 gt 1900 then howold = sum(1999, -a0231)
MINEN	Percent minority enrollment	1 = Less than 5.5 percent 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unclassified 5 = 50.5 percent or higher
NLEVEL	School level	1 = Elementary 2 = Combined, lowest grade is 6 th grade or lower and highest grade is 8 th grade or lower 3 = Combined, highest grade is 9 th or higher and lowest grade is 4 th grade or lower, or all students are ungraded 4 = Combined, lowest grade is 5 th grade or higher and highest grade is 9 th grade or higher 5 = Secondary
TYPE	School type	1 = Regular elementary or secondary school 2 = Elementary or secondary school with a special program emphasis 3 = Special education 4 = Vocational or technical school 5 = Alternative school 6 = Unclassified
URB	Urban status of area where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural
YEARPRIN	Years as principal, all schools	1 = 3 years or less 2 = 4–15 years 3 = 16–30 years 4 = More than 30 years

NOTE: SASS-2A is the Public School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-8. Private School Principal Questionnaire (SASS-2B) imputation variables: 1999–2000

Variable name	Description	Values
AFFILR	Specific religious affiliation	1 = Catholic 2 = African Methodist Episcopal 3 = Amish 4 = Assembly of God 5 = Baptist 6 = Brethren 7 = Calvinist 8 = Christian, no specific denomination 9 = Church of Christ 10 = Church of God 11 = Church of God in Christ 12 = Disciples of Christ 13 = Episcopal 14 = Friends 15 = Greek Orthodox 16 = Islamic 17 = Jewish 18 = Latter Day Saints 19 = Lutheran 20 = Mennonite 21 = Methodist 22 = Pentecostal 23 = Presbyterian 24 = Seventh-Day Adventist 25 = Other 26 = No religious affiliation 27 = Unclassified
AFFILS	School's religious and/or association affiliation	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Conservative Christian 6 = Affiliated with some other church or religious group 7 = Religious school, affiliation not reported 8 = Secular school, regular program 9 = Secular school, special, vocational, or alternative program 10 = Secular school, special education 11 = Secular school, early childhood program 12 = Secular school, program not reported 13 = Unclassified
AFFLG	School's general affiliation	1 = Catholic 2 = Other religious 3 = Secular 4 = Unclassified
AGE	Respondent's age by category	1 = Less than 30 years old 2 = 30–45 years old 3 = 46–60 years old 4 = More than 60 years old 5 = Unclassified

See notes at end of table.

Table E-8. Private School Principal Questionnaire (SASS-2B) imputation variables: 1999–2000—Continued

Variable name	Description	Values
DEGREE	Highest degree held by principal	1 = Associate degree or no degree 2 = Bachelor's degree 3 = Master's degree 4 = Education specialist or professional diploma (at least 1 year beyond master's level) 5 = Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., L.L.B, D.D.S.)
ENR	School enrollment category	1 = Less than 150 students 2 = 150–399 students 3 = 400 students or more 4 = Unclassified
EXPER	Respondent's total years of experience as a teacher and a principal	Calculated as follows: exper = sum(a0053, a0054, a0055)
HOWOLD	Respondent's age	Calculated as follows: if a0231 gt 1900 then howold = sum(1999, -a0231)
MINEN	Percent minority enrollment	1 = Less than 5.5 percent 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unclassified 5 = 50.5 percent or higher
NLEVEL	School level	1 = Elementary 2 = Combined, lowest grade is 6 th grade or lower and highest grade is 8 th grade or lower 3 = Combined, highest grade is 9 th or higher and lowest grade is 4 th grade or lower, or all students are ungraded 4 = Combined, lowest grade is 5 th grade or higher and highest grade is 9 th grade or higher 5 = Secondary
TYPE	School type	1 = Regular elementary or secondary school 2 = Special education 3 = Vocational or technical school 4 = Alternative school 5 = Early childhood 6 = Unclassified
URB	Urban status of area where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural
YEARPRIN	Years as principal, all schools	1 = 3 years or less 2 = 4–15 years 3 = 16–30 years 4 = More than 30 years

NOTE: SASS-2B is the Private School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-9. Public Charter School Principal Questionnaire (SASS-2D) imputation variables: 1999–2000

Variable name	Description	Values
AGEP_CAT	Age category	1 = Less than 30 years old 2 = 30–54 years old 3 = More than 54 years old
DEGREE	Highest degree held by principal	1 = Associate degree or no degree 2 = Bachelor's degree 3 = Master's degree 4 = Education specialist or professional diploma (at least 1 year beyond master's level) 5 = Doctorate or first professional degree (Ph.D., Ed.D., M.D., J.D., L.L.B, D.D.S.)
EXPER	Respondent's total years of experience as a teacher and a principal	Calculated as follows: exper = sum(a0053, a0054, a0055);
HOWOLD	Respondent's age	Calculated as follows: if a0231 gt 1900 then howold = sum(1999, -a0231)
LEVEL	School level	1 = Elementary 2 = Combined 3 = Secondary
MINEN	Percent minority enrollment	1 = Less than 5.5 percent 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unclassified 5 = 50.5 percent or higher
ORIGIN	Whether charter school was newly created or converted	1 = Newly created 2 = Information not available 3 = Converted from pre-existing public or private school
S0111	Whether school is for at-risk students	1 = Yes 2 = No 3 = Information not available
S0762	Whether school has waiver for state/district teacher hiring or firing policies	1 = Yes 2 = No 3 = Information not available
S0770	Whether school has waiver for state/district curriculum requirements	1 = Yes 2 = No 3 = Information not available
S0774	Whether school has waiver for state/district student assessment criteria	1 = Yes 2 = No 3 = Information not available

See notes at end of table.

Table E-9. Public Charter School Principal Questionnaire (SASS-2D) imputation variables: 1999–2000—Continued

Variable name	Description	Values
S0778	Whether school has waiver for state/district control of finances	1 = Yes 2 = No 3 = Information not available
S0780	Whether school has waiver for state/district requirements for teacher professional development	1 = Yes 2 = No 3 = Information not available
S0786	Whether school has waiver for state/district rewards/sanctions	1 = Yes 2 = No 3 = Information not available
STARTYR	Year school began operating as a charter school	1 = Prior to 1997 2 = 1997 or later 3 = Information not available
STGROUP	State group	1 = Arizona 2 = Michigan, Minnesota 3 = Delaware, District of Columbia, Massachusetts, New York 4 = Missouri, Texas 5 = Florida, North Carolina 6 = California, Colorado 7 = New Jersey, Pennsylvania, Wisconsin 8 = Connecticut, Hawaii, Idaho, Illinois, Louisiana, Nevada, Ohio, South Carolina, Utah 9 = Alaska, Arkansas, Georgia, Kansas, Mississippi, New Mexico, Virginia, Wyoming
TYPE	School type	1 = Regular elementary or secondary school 2 = Elementary or secondary school with a special program emphasis 3 = Special education 4 = Vocational or technical school 5 = Alternative school 6 = Unclassified
URB	Urban status of area where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural
YEARPRIN	Years as principal, all schools	1 = 5 years or less 2 = More than 5 years
YRPRINSC	Years as principal in current school	1 = 3 years or less 2 = More than 3 years

NOTE: SASS-2D is the Public Charter School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-10. Public School Principal Questionnaire (SASS-2A) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
29	YEARPRIN, DEGREE, NLEVEL	NLEVEL, DEGREE, YEARPRIN
5b, 6a–b, 6d	NLEVEL, YEARPRIN, AGE, ENR	ENR, AGE, YEARPRIN, NLEVEL
6c	NLEVEL, ENR, YEARPRIN	YEARPRIN, ENR, NLEVEL
8, 9, 10a–g, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21	NLEVEL, URB, YEARPRIN	YEARPRIN, URB, NLEVEL
7a, 7b	NLEVEL, DEGREE, URB, YEARPRIN	NLEVEL, YEARPRIN, URB, DEGREE
25, 26	NLEVEL, DEGREE, URB, YEARPRIN	DEGREE, YEARPRIN, URB, NLEVEL
27, 28	NLEVEL, MINEN, URB, YEARPRIN	YEARPRIN, URB, MINEN, NLEVEL
20, 22a–f, 23,	NLEVEL, TYPE, URB	URB, TYPE, NLEVEL

NOTE: SASS-2A is the Public School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-11. Private School Principal Questionnaire (SASS-2B) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
26	YEARPRIN, DEGREE, NLEVEL, AFFILS	AFFILS, NLEVEL, DEGREE, YEARPRIN
5b, 6a–b, 6d	NLEVEL, YEARPRIN, AGE, ENR, AFFILS	AFFILS, ENR, AGE, YEARPRIN, NLEVEL
6c	NLEVEL, ENR, YEARPRIN, AFFILS	AFFILS, YEARPRIN, ENR, NLEVEL
8, 9, 10a–g, 11, 12, 13, 14, 15, 16, 17, 18, 20	AFFILS, NLEVEL, URB, YEARPRIN	YEARPRIN, URB, NLEVEL, AFFILS
7	AFFILS, NLEVEL, DEGREE, URB, YEARPRIN	NLEVEL, YEARPRIN, URB, DEGREE, AFFILS
22, 23	AFFILS, NLEVEL, DEGREE, URB, YEARPRIN	DEGREE, YEARPRIN, URB, NLEVEL, AFFILS
24, 25	AFFILS, NLEVEL, MINEN, URB, YEARPRIN	YEARPRIN, URB, MINEN, NLEVEL, AFFILS
19	AFFILS, NLEVEL, TYPE, URB	URB, TYPE, NLEVEL, AFFILS

NOTE: SASS-2B is the Private School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-12. Public Charter School Principal Questionnaire (SASS-2D) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
29	YRPRINSC, ORIGIN, STARTYR, LEVEL	LEVEL, STARTYR, ORIGIN, YRPRINSC
5b	ORIGIN, YRPRINSC, AGEP_CAT, LEVEL	LEVEL, AGEP_CAT, YRPRINSC, ORIGIN
6c	ORIGIN, LEVEL, YEARPRIN	YEARPRIN, LEVEL, ORIGIN
9, 10a, 10d, 10f, 12a–d, 20	ORIGIN, LEVEL, URB, YEARPRIN	YEARPRIN, URB, LEVEL, ORIGIN
7a, 7b	ORIGIN, LEVEL, YEARPRIN, ENR	ENR, YEARPRIN, LEVEL, ORIGIN
14, 17	ORIGIN, LEVEL, URB, YEARPRIN	URB, YEARPRIN, LEVEL, ORIGIN
19, 21	ORIGIN, LEVEL, URB, YEARPRIN, YRPRINSC	YRPRINSC, YEARPRIN, URB, LEVEL, ORIGIN
22a–f, 23	ORIGIN, S0786, S0774, LEVEL, URB	URB, LEVEL, S0774, S0786, ORIGIN
25	ORIGIN, LEVEL, URB, DEGREE, YEARPRIN, YRPRINSC, AGEP_CAT	AGEP_CAT, YRPRINSC, YEARPRIN, DEGREE, URB, LEVEL, ORIGIN
26, 27, 28	ORIGIN, LEVEL, URB, MINEN, YEARPRIN	YEARPRIN, MINEN, URB, LEVEL, ORIGIN
10b	ORIGIN, S0770, LEVEL, URB, YEARPRIN	YEARPRIN, URB, LEVEL, S0770, ORIGIN
10e	ORIGIN, S0762, LEVEL, URB, YEARPRIN	YEARPRIN, URB, LEVEL, S0762, ORIGIN
10g	ORIGIN, S0778, LEVEL, URB, YEARPRIN	YEARPRIN, URB, LEVEL, S0778, ORIGIN
11	ORIGIN, LEVEL, URB, S0111, YRPRINSC	YRPRINSC, S0111, URB, LEVEL, ORIGIN
18	ORIGIN, S0762, LEVEL, URB, YEARPRIN	URB, YEARPRIN, LEVEL, ORIGIN
10c, 12e–f, 13, 15, 16	ORIGIN, S0780, LEVEL, URB, YEARPRIN	YEARPRIN, URB, LEVEL, ORIGIN
6a–b	ORIGIN, LEVEL, AGEP_CAT, YEARPRIN	AGEP_CAT, LEVEL, ORIGIN
6d	ORIGIN, LEVEL, AGEP_CAT, ENR	ENR, AGEP_CAT, LEVEL, ORIGIN
8	ORIGIN, LEVEL, TYPE, S0111, S0770, MINEN, AGEP_CAT, YEARPRIN	YEARPRIN, AGEP_CAT, MINEN, S0770, S0111, LEVEL

NOTE: SASS-2D is the Public Charter School Principal Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

D. Imputation Procedures for the Public School Questionnaire (Form SASS-3A)

Values were imputed to items with missing values in the three stages described below. The percentage of entries imputed in each stage for items where the response rate was less than 75 percent is shown in table E-1. Tables detailing the public school items imputed in stage 1 (tables E-13 and E-14), the public school imputation variables (table E-15), and the public school stage 2 matching variables and collapse order (table E-16) are grouped at the end of this section.

1. First Stage Imputation for Public Schools

In the first stage, public school questionnaire items with missing values were filled whenever possible by using information about the school from these sources:

- *Other Questionnaire Items on the School's Public School Questionnaire Record.* Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items with missing values. For example, if the type of school was not reported in item 13 and item 15a indicated the school had a magnet program, code 3, "Special program emphasis," was imputed to item 13. Table E-13 shows the items that have been completed by using entries from other SASS-3A items.
- *Public School Principal Questionnaire Record for the School's Principal.* If item 27h (parents involved in governance) was not answered and item 20b(6) of the principal form indicated that parents were part of a school site council, then "Yes" was imputed to item 27h.
- *School District Questionnaire Record for the District That Operated the School.* If the school's district participated in SASS, information from the district's School District Questionnaire record was used to complete some unanswered items on the school record. For example, if the number of American Indian students was not reported in item 9d and the School District Questionnaire record indicated that there were no American Indian students in the district, zero was imputed to item 9d. For schools in one-school districts, more data were extracted from the district record to impute values to the school record. Public School Questionnaire items where values may have been imputed by using data from the School District Questionnaire are shown in table E-14.
- *Teacher Listing Form (SASS-16) for the School.* If the counts of full-time and part-time teachers were not reported in item 32g of the Public School Questionnaire and the school had completed a TLF, the counts of full-time and part-time teachers from the TLF were used to impute missing values in item 32g. TLF counts were used only if they were consistent with other data on the Public School Questionnaire (e.g., the school's enrollment).
- *School's Sample File Record, Which Included Data from the 1997 CCD.* If unanswered items could not be completed by using information from other items on the school record, the Public School Principal Questionnaire, the School District Questionnaire for the school's district, or the TLF, CCD data from the school's sample file record were used. For example, if counts of students by racial categories were not reported in item 9 and counts from the 1997 CCD were available on the sample file, the proportions of students reported in the categories on the sample file were used to allocate the school's enrollment to the categories in item 9. These items were filled by using the CCD data in the sample file: 6, 9, 13, 39.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the sum of the entries in item 9 (students by race) did not equal the enrollment reported in item

7a, the item 9 entries were adjusted to be consistent with item 7a. For those where the number of teachers reported in item 33 (teachers by race) was not consistent with the number reported in item 32g, the entries in item 33 were adjusted. For example, if the sum of the students reported by the racial categories in item 9 was greater than the school's total enrollment reported in item 7a, the assumption was made that the proportions assigned to the categories were correct and the counts in item 9 were adjusted to fit the total reported in item 7a; that is, each entry in item 9 was multiplied by the ratio of the enrollment reported in item 7a to the sum of the entries in item 9.

2. Second Stage Imputation for Public Schools

In the second stage of imputation, Public School Questionnaire items with missing values were filled by using data from the record for a similar school (i.e., a school that was the same level, type, etc.). Imputation variables that describe certain characteristics of the school (e.g., type of community where school is located, type of school, and school level) were created and used to sort the records and to match incomplete records to those with complete data (donors). Table E-15 lists the variable name, description, and values for the Public School Questionnaire imputation variables. Table E-16 shows the questionnaire items, the matching variables, and the order of collapse for the matching variables.

The second stage imputation was done within state; that is, the donor record had to be for a school located in the same state as the school with the incomplete record. Within each state, the public school records were sorted as follows:

- For items 6, 8, 10, 12, 14, 16–17, 18, 19, 20, 21–26, 27, 28, 32, 32g, 35, 36, 37, and 38, the records were sorted by LEVEL / TYPE / STCNTY / S0092.
- For items 7b, 9, 11, 15, 29–31, 33, 34, 39–42, 43–47, 48, and 49, the records were sorted by LEVEL / MINEN / URB / STCNTY / S0092.

STCNTY was a sample file code that identified the state and county where the school was located. S0092 was the school's total enrollment.

For some items, such as item 29a (whether school had a drug, alcohol, or tobacco use prevention program), data were copied from the donor to the record with the missing value. For others, such as item 34 (number of absent teachers), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 34 (number of absent teachers) was unanswered for school#1, the number of teachers who were absent on the donor record was used with the total teacher count for school#1 to calculate and impute the number of absent teachers for school#1 (school#1 item 34 = school#1 total teacher count X (donor school item 34 / donor school total teacher count)).

3. Clerical Imputation for Public Schools

Some values on the public school records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record.

Table E-13. Public School Questionnaire (SASS-3A) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item¹	Source item(s)¹
7b	48a
12b	12a
13	15a, 17e, 42a
14	13
15a	13
16	13, 14, 17
17d	13, 14
18	6, 13
19	14, 32f, 16
32h	41d
36a	6
36i	43a
36l	6
39	6
40	39
42	13
43a	41c(3), 32h(4)
45a	41c(3), 32h(4)

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-3A is the Public School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-14. Public School Questionnaire (SASS-3A) items imputed in stage 1 using district data: 1999–2000

Public School Questionnaire items¹	District Questionnaire source item(s)¹
7b	57a
9	6
20a	27
20b	26
23a	6, 13, 23b
24a	6, 13, 24b
26a	6
29a	29b
31a	31b
33	9
39	7
40a	53f
48	57, 58
49	59

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-3A is the Public School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-15. Public School Questionnaire (SASS-3A) imputation variables: 1999–2000

Variable name	Description	Values
LEVEL	School level	1 = Elementary 2 = Combined or ungraded 3 = Secondary
MINEN	Percent minority enrollment	1 = Less than 5.5 percent 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unclassified 5 = 50.5 percent or higher
TYPE	School type	1 = Regular elementary or secondary school 2 = Elementary or secondary school with a special program emphasis 3 = Special education 4 = Vocational or technical school 5 = Alternative school
URB	Urban status of area where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

NOTE: SASS-3A is the Public School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-16. Public School Questionnaire (SASS-3A) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
14, 32a–f, 32g, 32h, 32h(3), 32i–l, 42	URB, TYPE, LEVEL	URB, LEVEL, TYPE
6, 10, 21, 22, 22f(1), 23, 24, 25, 26, 37a–c, 38	LEVEL, TYPE	TYPE, LEVEL
8, 16–17, 20, 27a–i, 28	LEVEL, TYPE	LEVEL, TYPE
18, 19, 35, 36	URB, TYPE, LEVEL	URB, TYPE, LEVEL
12	URB, TYPE, LEVEL	LEVEL, TYPE, URB
7b, 34, 48, 49	URB, MINEN	MINEN, URB
9, 33, 43a–b, 44, 45a–c, 46, 47	URB, MINEN	URB, MINEN
11	LEVEL, URB, MINEN	MINEN, URB, LEVEL
29, 30, 31	LEVEL, URB, MINEN	URB, MINEN, LEVEL
39, 40–41	LEVEL, URB, MINEN	URB, LEVEL, MINEN
15	TYPE, MINEN, URB	URB, MINEN, TYPE

NOTE: SASS-3A is the Public School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

E. Imputation Procedures for the Private School Questionnaire (Form SASS-3B)

The 1999–2000 school year was a survey year for both SASS and the Private School Universe Survey (PSS). Therefore, the SASS Private School Questionnaire was modified to include all the PSS questions so that private schools selected for SASS would not be asked to fill two school questionnaires. Items 5 to 10, 13, 15 to 17, 19, 23, and 31 (the PSS items within the Private School Questionnaire records) were processed with the PSS records for private schools that were not selected for SASS. Therefore, imputation for the Private School Questionnaire data was done in six stages: stage 1, stage 2, and clerical imputation for PSS items; stage 1, stage 2, and clerical imputation for non-PSS items.

In general the procedures used for imputing PSS items and those for the rest of the Private School Questionnaire items were the same. The percentage of entries imputed in each stage for items where the response rate was less than 75 percent is shown in table E-1. Tables detailing the private school items imputed in stage 1 (table E-17), the private school imputation variables (table E-18), and the private school stage 2 matching variables and collapse order for PSS items (table E-19) and non-PSS items (table E-20) are grouped at the end of this section.

1. First Stage Imputation for Private Schools

In the first stage of imputation, values for missing items were imputed whenever possible by using information about the school from these sources:

- *1997–98 Private School Survey.* If PSS items (items 5–10, 13, 15–17, 19, 23, and 31) on the SASS Private School Questionnaire record were unanswered, data from the 1997–98 PSS were used to fill the items with missing values whenever possible. For example, if the school’s religious affiliation was not reported in item 19c and it had been reported on the 1997–98 PSS questionnaire, the PSS entry was copied to item 19c of the Private School Questionnaire record.
- *Other Questionnaire Items on the School’s Private School Questionnaire Record.* Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items with missing values. For example, if item 34 (whether school was specifically for at-risk students) was unanswered and item 16 indicated the school was a regular school, the assumption was made that the school was not specifically for at-risk students and the code for “No” was imputed to item 34. Table E-17 shows the items that have been completed by using entries from other Private School Questionnaire items.
- *Private School Principal Questionnaire Record for the School’s Principal.* If item 69h (parents involved in governance) was not answered and item 19b(6) of the principal form indicated that parents were part of a school site council, then “Yes” was imputed to item 69h.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the number of students reported in item 8 (students by race) did not equal the K–12 enrollment reported in item 5, the item 8 entries were adjusted to be consistent with item 5. For those where the number of teachers reported in item 24 (teachers by race) did not equal the number reported in item 23, the entries in item 24 were adjusted. For example, if the sum of the teachers reported by the racial categories in item 24 were greater than the total number of teachers reported in item 23, the assumption was made that the proportions assigned to the categories in item 24 were correct and the counts in item 24 were adjusted to fit the total reported in item 23; that is, each entry in

item 24 was multiplied by the ratio of the teacher count reported in item 23 to the sum of the entries in item 24.

2. Second Stage Imputation for Private Schools

In the second stage of imputation, Private School Questionnaire items with missing values were filled by using data from the records for similar schools (i.e., schools that were the same level, type, size, etc.). As noted previously, items 5–10, 13, 15–17, 19, 23, and 31 were imputed during the PSS processing. Therefore, for these items, the imputed entries could have come from private schools not selected for SASS, as well as those that participated in SASS. For non-PSS items, entries were imputed by using data from other SASS private schools.

Imputation variables that describe certain characteristics of the schools (e.g., religious affiliation, size, and school level) were created and used to sort the records and to match incomplete records to those with complete data (donors). Table E-18 lists the variable name, description, and values for the Private School Questionnaire imputation variables. The private school stage 2 matching variables and order of collapse for the matching variables for PSS items are shown in table E-19 and for non-PSS items in table E-20.

During the stage 2 imputation, the school records were sorted as follows so that records for similar schools were near each other on the file.

PSS Items—During the PSS stage 2 imputation, the PSS school records (those selected for SASS and those that were not) were sorted by AFFLG / LEVEL / AFFILS / TYPE / P305 (PSS total enrollment variable).

Non-PSS Items—For items that were not part of PSS, the records for SASS private schools were sorted as follows:

- For items 14, 21, 22, 28–30, 32–58, 68–71, 74, 75, and 82, the records were sorted by AFFLG / LEVEL / AFFILS / TYPE / AFFILR / URB / S0900 (total enrollment).
- For items 11, 12, 24, 25, 59–67, 72, 73, 76–81, and 83–89, the records were sorted by AFFLG / LEVEL / AFFILS / URB / PERMINOR / S0900 (total enrollment).

3. Clerical Imputation for Private Schools

Some values on the private school records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record. This method was also used for schools where the religious affiliation was not reported and there was no previous PSS information available.

Table E-17. Private School Questionnaire (SASS-3B) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item¹	Source item(s)¹
5c–e (PSS items 5c–e)	13a (PSS item 10a)
13 (PSS item 10)	5c–e (PSS items 5c–e), 9 (PSS item 17)
14b	14a
24f	23 (total)
27	5q, 16
29a	28
30a	30b
34	16
36d	16, 34
36h	19a
39a	5, 16, 39b
40a	5, 16, 40b
42a	16, 5
43b	68g
43c	5
43a	34
45a	47
46a	5
46i	83a
46l	5
58d	33a
61	46
74	19c
76a	77
76b, 76d	5
77	76a
82	16
83a	68h(4), 46i
85	80c, 68h(4)

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-3B is the Private School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-18. Private School Questionnaire (SASS-3B) imputation variables: 1999–2000

Variable name	Description	Values
AFFILR	Specific religious affiliation	1 = Catholic 2 = African Methodist Episcopal 3 = Amish 4 = Assembly of God 5 = Baptist 6 = Brethren 7 = Calvinist 8 = Christian, no specific denomination 9 = Church of Christ 10 = Church of God 11 = Church of God in Christ 12 = Disciples of Christ 13 = Episcopal 14 = Friends 15 = Greek Orthodox 16 = Islamic 17 = Jewish 18 = Latter Day Saints 19 = Lutheran 20 = Mennonite 21 = Methodist 22 = Pentecostal 23 = Presbyterian 24 = Seventh-Day Adventist 25 = Other 26 = No religious affiliation
AFFILS	Religious affiliation and/or association membership	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Conservative Christian 6 = Affiliated with some other church or religious group 7 = Religious school, affiliation not reported 8 = Secular school, regular program 9 = Secular school, special, vocational, or alternative program 10 = Secular school, special education 11 = Secular school, early childhood program 12 = Secular school, program not reported
AFFLG	General affiliation	1 = Catholic 2 = Other religious 3 = Secular
ENR	School enrollment category	1 = Less than 150 students 2 = 150–399 students 3 = 400 students or more

See notes at end of table.

Table E-18. Private School Questionnaire (SASS-3B) imputation variables: 1999–2000—Continued

Variable name	Description	Values
LEVEL	School level	1 = Elementary 2 = Combined or ungraded 3 = Secondary
PERMINOR	Percent minority enrollment	1 = 0 percent are of minority race or ethnic origin 2 = 1–9.0 percent 3 = 9.1–29.9 percent 4 = 30.0–49.9 percent 5 = 50.0 percent or more
REGION	Census geographic region where school is located	1 = Northeast 2 = Midwest 3 = South 4 = West
TYPE	School type	1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Early childhood
UNGRADED	School organization	1 = All students are ungraded (not assigned to grades 1, 2, etc.) 2 = Some or all students are assigned to grade levels
URB	Type of community where school is located	1 = Urban 2 = Suburban 3 = Rural

NOTE: SASS-3B is the Private School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-19. Private School Questionnaire (SASS-3B) stage 2 matching variables and collapse ordering for PSS items: 1999–2000

Items	Matching variables	Order of collapse
5 (PSS item 5), 6 (PSS item 6)	AFFLG, ENR, LEVEL, URB	URB, ENR
7 (PSS item 8)	AFFLG, AFFILS, LEVEL, URB	AFFILS, URB, LEVEL
8 (PSS item 7)	AFFLG, AFFILS, ENR, URB	ENR, URB, AFFILS
9 (PSS item 17), 10 (PSS item 16), 15 (PSS item 18)	AFFLG, AFFILS, LEVEL, TYPE	TYPE, LEVEL, AFFILS
13 (PSS item 10), 31 (PSS item 9)	AFFLG, ENR, LEVEL, URB	URB, ENR, LEVEL
16 (PSS item 12A)	AFFLG, AFFILS, LEVEL, UNGRADED	AFFILS, LEVEL
17 (PSS item 12B)	AFFLG, AFFILS, LEVEL, UNGRADED	AFFILS, LEVEL, UNGRADED
19 (PSS item 14)	AFFLG, AFFILS	AFFILS
23 (PSS item 11)	AFFLG, ENR, LEVEL, TYPE	ENR, TYPE, LEVEL

NOTE: SASS-3B is the Private School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-20. Private School Questionnaire (SASS-3B) stage 2 matching variables and collapse ordering for non-PSS items: 1999–2000

Items	Matching variables	Order of collapse
14, 69a–i	AFFLG, LEVEL, TYPE, URB	LEVEL, TYPE, URB
21–22	AFFLG, AFFILS, REGION, TYPE	REGION, TYPE, AFFILS
25, 28–29, 30, 32, 33, 42, 43, 45, 46,	AFFLG, LEVEL, TYPE, URB	URB, TYPE, LEVEL
34, 68a–l	AFFLG, LEVEL, TYPE, URB	URB, LEVEL, TYPE
35–36	AFFLG, LEVEL, TYPE, URB	URB, LEVEL
37, 38, 38e(1)	AFFLG, ENR, LEVEL, TYPE	ENR, TYPE, LEVEL
39b, 40b	AFFLG, ENR, LEVEL, TYPE	TYPE, LEVEL, ENR
41	AFFLG, LEVEL, TYPE	TYPE, LEVEL
44	AFFLG, AFFILR, AFFILS, LEVEL, TYPE	LEVEL, TYPE, AFFILS
47, 48, 49	AFFLG, ENR, LEVEL, TYPE	LEVEL, TYPE, ENR
50	AFFLG, LEVEL, REGION, TYPE	REGION, LEVEL, TYPE
51–54, 55, 56, 57, 58	AFFLG, AFFILS, LEVEL, TYPE	LEVEL, TYPE, AFFILS
70	AFFLG, LEVEL, TYPE	LEVEL, TYPE
71	AFFLG, ENR, LEVEL, TYPE	ENR, LEVEL, TYPE
74a–c, 75, 60–61, 62, 63, 64, 65, 66–67	AFFLG, AFFILR, ENR, LEVEL, TYPE	LEVEL, TYPE, ENR
82	AFFLG, LEVEL, TYPE, UNGRADED	LEVEL, UNGRADED, TYPE
11, 12	AFFLG, AFFILS, LEVEL, TYPE	LEVEL, TYPE
24	AFFLG, AFFILR, PERMINOR, URB	URB, PERMINOR
59	AFFLG, AFFILR, ENR, TYPE	ENR, TYPE, AFFILR
72, 73	AFFLG, LEVEL, TYPE, URB	TYPE, LEVEL, URB
76, 77–81	AFFLG, LEVEL, PERMINOR, URB	URB, LEVEL, PERMINOR
83a–b, 84, 85–87, 88, 89	AFFLG, PERMINOR, URB	URB, PERMINOR

NOTE: SASS-3B is the Private School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

F. Imputation Procedures for the Indian School³ Questionnaire (Form SASS-3C)

Values were imputed to items with missing values in the two stages described below. The percentage of entries imputed in each stage for items where the response rate was less than 75 percent is shown in table E-1. A table detailing the Indian school items imputed in stage 1 (table E-21) is included at the end of this section.

1. First Stage Imputation for Indian Schools

In the first stage, Indian School Questionnaire items with missing values were filled whenever possible by using information about the school from these sources:

- *Other Questionnaire Items on the School's Indian School Questionnaire Record.* Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items with missing values. For example, if the type of school was not reported in item 12 and item 15e indicated the school required special student aptitudes, skills, or talents for admission, code 3, "Special program emphasis," was imputed to item 12. Table E-21 shows the items that have been completed by using entries from other SASS-3C items.
- *Indian School Principal Questionnaire Record for the School's Principal.* If item 55h (parents involved in governance) was not answered and item 20b(6) of the principal form indicated that parents were part of a school site council, then "Yes" was imputed to item 55h.
- *Teacher Listing Form (SASS-16) for the School.* If the counts of full-time and part-time teachers were not reported in item 31g of the Indian School Questionnaire and the school had completed a TLF, the counts of full-time and part-time teachers from the TLF were used to impute missing values in item 31g. TLF counts were used only if they were consistent with other data on the Indian School Questionnaire (e.g., the school's enrollment).

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the sum of the entries in item 8 (students by race) did not equal the enrollment reported in item 6a, the item 8 entries were adjusted to be consistent with item 6a. For those where the number of teachers reported in item 32 (teachers by race) was not consistent with the number reported in item 31g, the entries in item 32 were adjusted. For example, if the sum of the students reported by the racial categories in item 8 were greater than the school's total enrollment reported in item 6a, the assumption was made that the proportions assigned to the categories were correct and the counts in item 8 were adjusted to fit the total reported in item 6a; that is, each entry in item 8 was multiplied by the ratio of the enrollment reported in item 6a to the sum of the entries in item 8.

2. Second Stage Imputation for Indian Schools

Because there were only 116 completed records (interviews) for Indian schools and the item response rates were very high for most items, the second stage of imputation was done clerically. The computer records were sorted by BIA status (whether school was operated by the

³ Within this appendix, "Indian school" refers to schools selected to receive the Indian School Questionnaire (Form SASS-3C); that is, schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local school district. These schools may be operated by the BIA, a tribe, or a private contractor.

BIA), state, school level, and size so that records for similar schools were close together. The questionnaires were reviewed for notes and other entries that were useful in deciding the values to be imputed. If an item could not be filled by using information on the questionnaire, entries from the record for a similar school were used.

Table E-21. Indian School Questionnaire (SASS-3C) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item ¹	Source item(s) ¹
6b	71a
11b	11a
12	15e
13	12
14	13
15d	13
17a	13
17b	31f(1), 31f(5)
17c	5
22a	5, 12
23a	5, 12
28a	28b
30a	5
31h(3)	64d
57a	57b
59a	59b
62a	63a
62b (PK)	5
62d (PK)	5
63a	54e, 62b
66a	64c(3), 34h(4), 36i
68a	64c(3), 31h(4)

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-3C is the Indian School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

G. Imputation Procedures for the Public Charter School Questionnaire (Form SASS-3D)

Values were imputed to items with missing values in the three stages described below. The percentage of entries imputed in each stage for items where the response rate was less than 75 percent is shown in table E-1. Tables detailing the public charter school items imputed in stage 1 (tables E-22 and E-23), the public charter school imputation variables (table E-24), and the public charter school stage 2 matching variables and collapse order (table E-25) are grouped at the end of this section.

1. First Stage Imputation for Public Charter Schools

In the first stage, Public Charter School Questionnaire items with missing values were filled whenever possible by using information about the school from these sources:

- *Other Questionnaire Items on the School’s Public Charter School Questionnaire Record.* Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items with missing values. For example, if the type of school was not reported in item 19 and item 22a indicated the school had a magnet program, code 3, “Special program emphasis,” was imputed to item 19. Table E-22 shows the items that have been completed by using entries from other Public Charter School Questionnaire items.
- *Data from Previous Charter School Survey.* For items where values could not be imputed by using other data in the same record, information from a previous survey of public charter schools conducted by the Office of Educational Research and Improvement (OERI; renamed the Institute of Education Sciences, IES, in 2002) was used. These items have been imputed with data from the IES charter school survey: 5, 6a, 10, 14, 15a–b, 16, 17, 20a, 20c, 23, 24, 27b(1), 39b, 39d–i, 40, 41b–e, 41g–h, 45g, 52a, 52c, 55a, 56a–b, and 66a–b.
- *Public Charter School Principal Questionnaire Record for the School’s Principal.* If item 39h (parents involved in governance) was not answered and item 20b(6) of the principal form indicated that parents were part of a school site council, then “Yes” was imputed to item 39h.
- *School District Questionnaire Record for the District That Operated the School.* If the school was operated by a district and that district participated in SASS, information from the district’s School District Questionnaire record was used to complete some unanswered items on the school record. For example, if the number of American Indian students was not reported in item 10d and the School District Questionnaire indicated there were no American Indian students in the district, zero was imputed to item 10d. For schools in one-school districts, more data were extracted from the district record to impute values to the school record. Public Charter School Questionnaire items where values have been imputed by using data from the School District Questionnaire are shown in table E-23.
- *Teacher Listing Form (SASS-16) for the School.* If the counts of full-time and part-time teachers were not reported in item 45g of the Public Charter School Questionnaire and the school had completed a TLF, counts of full-time and part-time teachers from the TLF were used to impute missing values in item 45g. TLF counts were used only if they were consistent with other data on the Public Charter School Questionnaire (e.g., the school’s enrollment).

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where

the sum of the entries in item 10 (students by race) did not equal the enrollment reported in item 6a, the item 10 entries were adjusted to be consistent with item 6a. For those where the number of teachers reported in item 46 (teachers by race) was not consistent with the number reported in item 45g, the entries in item 46 were adjusted. For example, if the sum of the students reported by racial categories in item 10 was greater than the school's total enrollment reported in item 6a, the assumption was made that the proportions assigned to the categories were correct and the counts in item 10 were adjusted to fit the total reported in item 6a; that is, each entry in item 10 was multiplied by the ratio of the enrollment reported in item 6a to the sum of the entries in item 10.

2. Second Stage Imputation for Public Charter Schools

In the second stage of imputation, Public Charter School Questionnaire items with missing values were filled by using data from the record for a similar school (i.e., a school that was the same level, type, etc.). Imputation variables that describe certain characteristics of the school (e.g., type of community where school is located, type of school, and school level) were created and used to sort the records and to match incomplete records to those with complete data (donors). Table E-24 lists the variable name, description, and values for the Public Charter Questionnaire imputation variables. Table E-25 shows the questionnaire items, the matching variables, and the order of collapse for the matching variables.

Because some states have only a few public charter schools, the states where the public charter schools were located were grouped to provide more possible donor records. All second stage imputation was done within the state groups. Table E-24 shows the values for variable STGROUP and the states assigned to each group. Within each state group, the records were sorted as follows:

- For items 16, 18, 20, and 21, records were sorted by STATE / LEVEL / MINEN / URB / S0092.
- For items 5, 9, 10, 11a, 11b, 13, 23–26, 27, 28, 29, 30, 31, 32, 38, 39, 41, 45, 46, 50, 51, 55, 77, 78, and 82–91, records were sorted by STATE / LEVEL / TYPE / ORIGIN / S0092.
- For items 6b, 7, 8, 12, 14, 22, 42–44, 47–49, 52–54, 56, 57, 58, 59, 60, 62–74, and 79–81, records were sorted by STATE / LEVEL / ORIGIN / MINEN / URB / S0092.

S0092 was the school's total enrollment; other sort variables are described in table E-24.

For some items, such as items 28a–e (whether school used various types of class organization), data were copied from the donor to the record with the missing value. For others, such as item 55a (number of students with an individual education plan (IEP)), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 55a was unanswered for school#1, the number of IEP students on the donor record was used with the K–12 enrollment for school#1 to calculate and impute the number of IEP students for school#1 (school#1 item 55a = school#1 K–12 enrollment X (donor school item 55a / donor school K–12 enrollment)).

3. Clerical Imputation for Public Charter Schools

Some values on the public charter school records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record.

Table E-22. Public Charter School Questionnaire (SASS-3D) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item¹	Source item(s)¹
5	52, 54b
6b	7a
13a	13b
13b	13a
19	55a, 22a, 24e
21	19
22a	19
23	21, 19
24d	21
25	5
26a	21
26b	45f
26c	5
30a	5, 19
31a	5, 19
33	5, 19
36a	36b
38a	5
42a	42b
44a	44b
45h(3)	53a, 54d
49i	48a
49a, 49l	5
52a	53a
52b, 52d	5
53a	52a, 78e, 52
56a	54c(3), 45h(4), 49i
58a	54c(3), 45h(4)
85	45h(1)

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-3D is the Public Charter School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-23. Public Charter School Questionnaire (SASS-3D) items imputed in stage 1 using district data: 1999–2000

Public Charter School Questionnaire items¹	District Questionnaire source item(s)¹
7a	57, 58
7b	58
8a	59
10	6
27b	25
27c	26
46	9

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-3D is the Public Charter School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-24. Public Charter School Questionnaire (SASS-3D) imputation variables: 1999–2000

Variable name	Description	Values
ENR	School enrollment size code	1 = 1–149 students 2 = 150–349 3 = 350+
LEVEL	School level	1 = Elementary 2 = Combined 3 = Secondary
MINEN	Percent minority enrollment	1 = Less than 5.5 percent 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unclassified 5 = 50.5 percent or higher
ORIGIN	Whether charter school was newly created or converted	1 = Newly created 2 = Information not available 3 = Converted from pre-existing public or private school
S0111	Whether school is for at-risk students	1 = Yes 2 = No
S0760	Whether school has waiver for teacher certification requirement	1 = Yes 2 = No
S0762	Whether school has waiver for state/district teacher hiring or firing policies	1 = Yes 2 = No
S0764	Whether school has waiver for teacher certification requirement	1 = Yes 2 = No
S0768	Whether school has waiver for teacher salaries	1 = Yes 2 = No
S0770	Whether school has waiver for state/district curriculum requirements	1 = Yes 2 = No
S0772	Whether school has waiver for attendance requirements	1 = Yes 2 = No
S0776	Whether school has waiver for length of school day or year	1 = Yes 2 = No
S0778	Whether school has waiver for state/district control of finances	1 = Yes 2 = No
S0780	Whether school has waiver for state/district requirements for teacher professional development	1 = Yes 2 = No

See notes at end of table.

Table E-24. Public Charter School Questionnaire (SASS-3D) imputation variables: 1999–2000—Continued

Variable name	Description	Values
S0786	Whether school has waiver for state/district rewards/sanctions	1 = Yes 2 = No
S0790	Whether school supports homeschooling	1 = Yes 2 = No
STARTYR	Year school began operating as a charter school	1 = Prior to 1997 2 = 1997 or later
STGROUP	State group	1 = Arizona 2 = Michigan, Minnesota 3 = Delaware, District of Columbia, Massachusetts, New York 4 = Missouri, Texas 5 = Florida, North Carolina 6 = California, Colorado 7 = New Jersey, Pennsylvania, Wisconsin 8 = Connecticut, Hawaii, Idaho, Illinois, Louisiana, Nevada, Ohio, South Carolina, Utah 9 = Alaska, Arkansas, Georgia, Kansas, Mississippi, New Mexico, Virginia, Wyoming
TYPE	School type	1 = Regular elementary or secondary school 2 = Elementary or secondary school with a special program emphasis 3 = Special education 4 = Vocational or technical school 5 = Alternative school
URB	Urban status of area where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

NOTE: SASS-3D is the Public Charter School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-25. Public Charter School Questionnaire (SASS-3D) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
15, 16, 17, 18a–o, 19, 20, 21	ENR, LEVEL, MINEN, TYPE	ENR, MINEN, LEVEL, TYPE
10	ENR, LEVEL, TYPE, URB	TYPE, LEVEL, ENR, URB
46	ENR, LEVEL, MINEN, TYPE, URB	TYPE, LEVEL, ENR, URB, MINEN
5	LEVEL, ORIGIN, TYPE	ORIGIN, TYPE, LEVEL
27, 30, 31	LEVEL, ORIGIN, S0111, S0770, S0790, TYPE	S0770, LEVEL, S0790, S0111, TYPE, ORIGIN
77, 78	LEVEL, ORIGIN, S0111, S0778, S0780, S0790, TYPE	LEVEL, S0790, S0111, TYPE, ORIGIN, S0778, S0780
11a, 11b, 29, 29f(1)	LEVEL, ORIGIN, S0111, S0776, S0790, TYPE	S0790, S0111, TYPE, ORIGIN, S0776, LEVEL
9, 13, 23–24, 25, 26, 28, 32, 38, 39a–i, 40, 41, 45a–h, 45h(3), 45i–l, 50a–c, 51, 55, 82, 83, 84, 85, 86, 87, 88, 89, 90	ENR, LEVEL, ORIGIN, S0111, S0790, TYPE	LEVEL, S0790, S0111, TYPE, ENR, ORIGIN
33–35, 36, 37	ENR, LEVEL, S0770, URB	ENR, URB, S0770, LEVEL
6b, 7, 8, 56a–b, 57, 58a–c, 59, 60	ENR, MINEN, ORIGIN, S0111, S0790, TYPE	S0790, S0111, TYPE, ENR, ORIGIN, MINEN
62, 63, 64, 65	ENR, ORIGIN, S0111, S0760, S0762, S0790, TYPE, URB	S0790, S0111, TYPE, ENR, URB, S0762, S0760, ORIGIN
66	ORIGIN, URB	URB, ORIGIN
67	ORIGIN, S0764, TYPE, URB	TYPE, URB, S0764, ORIGIN
68–70, 71, 72, 73, 74, 75, 76	LEVEL, ORIGIN, S0768, S0778, URB	LEVEL, URB, ORIGIN, S0778, S0768
79, 80	ENR, ORIGIN, S0768, S0778, S0786, URB	ENR, URB, S0778, S0786, S0768, ORIGIN
81	ENR, LEVEL, ORIGIN, URB	ENR, URB, ORIGIN, LEVEL
12	LEVEL, MINEN, S0111, S0772, TYPE	MINEN, S0111, TYPE, LEVEL, S0772
22	ORIGIN, S0111, S0790, TYPE, URB	S0790, URB, ORIGIN, S0111, TYPE
14, 42, 43, 44, 47, 48, 49	LEVEL, MINEN, ORIGIN, S0111, S0790, TYPE	S0790, S0111, TYPE, MINEN, LEVEL, ORIGIN
52, 53–54	ENR, LEVEL, ORIGIN, S0111, S0790, TYPE, URB	ORIGIN, S0790, ENR, TYPE, S0111, LEVEL, URB

NOTE: SASS-3D is the Public Charter School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

H. Imputation Procedures for the School Teacher Questionnaire (Forms SASS-4A, -4B, -4C, and -4D)

Values were imputed to items with missing values in the three stages described below. The percentage of entries imputed in each stage for items where the response rate was less than 75 percent is shown in table E-1. Tables detailing the school teacher items imputed in stage 1 (table E-26), the school teacher imputation variables (tables E-27 through E-30), and the school teacher stage 2 matching variables and collapse order (tables E-31 through E-34) are grouped at the end of this section.

1. First Stage Imputation for Teachers

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent’s intended answer (i.e., not answering a question implies a “No” response). Table E-26 shows items that have been imputed by using information from other items in the same record.

Information from the record for the teacher’s school (Public School Questionnaire, Private School Questionnaire, Indian School Questionnaire, and Public Charter School Questionnaire) were used to impute values in the first stage to items 39a, 41, 43, 47a, 48, 50b, and 59u. For a few Public School Teacher Questionnaire, Private School Teacher Questionnaire, and Indian School Teacher Questionnaire cases, information from the school’s library questionnaire (Public School Library Media Center Questionnaire, Private School Library Media Center Questionnaire, Indian School Library Media Center Questionnaire) was used to impute values to item 59u.

Also, during the first stage, imputation variables were created from questionnaire data or copied from the matching school record. The imputation variables’ names, descriptions, and values are listed in table E-27 for the Public School Teacher Questionnaire, in table E-28 for the Private School Teacher Questionnaire, in table E-29 for the Indian School Teacher Questionnaire, and in table E-30 for the Public Charter School Teacher Questionnaire.

2. Second Stage Imputation for Teachers

During the second stage, a “sequential nearest neighbor hot deck” imputation procedure was used to fill items that still had missing values. The imputation variables listed in tables E-27 to E-30 were used to sort the teacher records and to match incomplete records to records with complete data (donors).

a. Public School Teachers

For stage 2, the states were combined into 23 groups. All imputation was done within the state group; that is, the donor record had to be for a teacher within the same state group as the incomplete record. Within each state group, the records were sorted by STATE / TEALEVEL / S0092. S0092 was the school’s K–12 enrollment. The items where values were imputed in stage 2 are listed in table E-31 with the matching variables and their order of collapse.

b. Private School Teachers

The records were sorted by AFFLG / AFFIL / TEALEVEL / URB / S0900. S0900 was the school's total enrollment. The items where values may have been imputed are listed in table E-32 with the matching variables and their order of collapse.

c. Indian School⁴ Teachers

The records were sorted by EBTYPE / STATE / TEALEVEL / S0092. EBTYPE was a sample file variable that indicated the type of BIA school (i.e., BIA-operated boarding school, cooperative day school, etc.). S0092 was the school's K–12 enrollment. The items where values may have been imputed in stage 2 are listed in table E-33 with the matching variables and their order of collapse.

d. Public Charter School Teachers

For stage 2, the states with public charter schools were combined into nine groups. All imputation was done within the state group; that is, the donor record had to be for a teacher within the same state group as the incomplete record. Within each state group, the records were sorted by STATE / TEALEVEL / S0092. S0092 was the school's K–12 enrollment. The items where values may have been imputed in stage 2 are listed in table E-34 with the matching variables and their order of collapse.

3. Clerical Imputation for Teachers

For cases where the respondent did not report gender in item 64, a value was imputed clerically by referring to the respondent's name whenever possible. For names that were ambiguous, the imputed value was taken from the record for a teacher with similar characteristics (teaching assignment field, teaching level, etc.). In addition, some values on the teacher records were imputed clerically when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record.

⁴ Within this appendix, "Indian school" refers to schools selected to receive the Indian School Questionnaire (Form SASS-3C); that is, schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local school district. These schools may be operated by the BIA, a tribe, or a private contractor.

Table E-26. School Teacher Questionnaire (SASS-4A, -4B, -4C, and -4D) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item¹	Source item(s)¹
2	51, 1a
4a	5
6a	6b
6b	6a
7b	7c
7c	7b
8a	13a, 16a, 10a, 11
10a	11
15a	12, 34a, 38
19a	6, 7
34a	12, 33
43	12
36	51
53b	53a

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: SASS-4A is the Public School Teacher Questionnaire form number, SASS-4B is the Private School Teacher Questionnaire form number, SASS-4C is the Indian School Teacher Questionnaire form number, and SASS-4D is the Public Charter School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-27. Public School Teacher Questionnaire (SASS-4A) imputation variables: 1999–2000

Variable name	Description	Values
AGE_TCAT	Age of respondent	1 = Less than 30 years old 2 = 30–54 3 = 55+ 4 = Unknown
BEGINTEA	Years since respondent began first teaching position	1 = 0–3 years 2 = 4–15 3 = 16+ 4 = Unclassified
ENR	Enrollment size code for respondent’s school	1 = 1–299 students 2 = 300–599 3 = 600 or more 4 = Unknown
FULPTIME	Respondent’s full-time/part-time status	1 = Full-time teacher 2 = Part-time teacher 3 = Unclassified
GRADELEV	Grade levels respondent taught this year	1 = Grades K–6 only 2 = Grades K–8 only 3 = Grades 7–12 only 4 = All others
HIGHDEG	Highest degree received by respondent	1 = Associate or no degree 2 = Bachelor’s 3 = Master’s or higher
LAST YEAR	Respondent’s main activity last year	1 = Teaching 2 = Something other than teaching 3 = Unclassified
MINEN	Percent minority enrollment at school where teacher works	1 = Less than 5.5 percent are of minority race or ethnic origin 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unknown 5 = 50.5–100 percent
SCHEXP	Years respondent has taught at this school	1 = 1–3 years 2 = 4–15 3 = 16+ 4 = Unclassified

See notes at end of table.

Table E-27. Public School Teacher Questionnaire (SASS-4A) imputation variables: 1999–2000—Continued

Variable name	Description	Values
STATE	State where teacher's school is located	01 = Alabama 02 = Alaska 04 = Arizona 05 = Arkansas 06 = California 08 = Colorado 09 = Connecticut 10 = Delaware 11 = District of Columbia 12 = Florida 13 = Georgia 15 = Hawaii 16 = Idaho 17 = Illinois 18 = Indiana 19 = Iowa 20 = Kansas 21 = Kentucky 22 = Louisiana 23 = Maine 24 = Maryland 25 = Massachusetts 26 = Michigan 27 = Minnesota 28 = Mississippi 29 = Missouri 30 = Montana 31 = Nebraska 32 = Nevada 33 = New Hampshire 34 = New Jersey 35 = New Mexico 36 = New York 37 = North Carolina 38 = North Dakota 39 = Ohio 40 = Oklahoma 41 = Oregon 42 = Pennsylvania 44 = Rhode Island 45 = South Carolina 46 = South Dakota 47 = Tennessee 48 = Texas 49 = Utah 50 = Vermont 51 = Virginia 53 = Washington 54 = West Virginia 55 = Wisconsin 56 = Wyoming

See notes at end of table.

Table E-27. Public School Teacher Questionnaire (SASS-4A) imputation variables: 1999–2000—Continued

Variable name	Description	Values
STGROUP	State group	1 = Connecticut and Rhode Island 2 = Delaware, District of Columbia, Maryland 3 = Maine, New Hampshire, Vermont 4 = Massachusetts, New York 5 = New Jersey, Pennsylvania 6 = Illinois, Indiana 7 = Iowa, Nebraska 8 = Kansas, Oklahoma 9 = Michigan, Ohio 10 = Minnesota, Missouri, Wisconsin 11 = North Dakota, South Dakota 12 = Alabama, Louisiana 13 = Arkansas, Mississippi, West Virginia 14 = Florida, Texas 15 = Georgia, Virginia 16 = Kentucky, South Carolina 17 = North Carolina, Tennessee 18 = Alaska, Wyoming 19 = Arizona, Nevada, Utah 20 = California, Hawaii 21 = Colorado, Washington 22 = Idaho, Montana 23 = New Mexico, Oregon
TEAEXPER	Years respondent has taught in all schools	1 = 0–3 years 2 = 4–15 3 = 16+ 4 = Unknown
TEAFIELD	Respondent’s teaching assignment field	1 = Special education 2 = Prekindergarten, kindergarten, or general elementary 3 = Math 4 = Science 5 = English or language arts 6 = Social studies 7 = Vocational education 8 = All others
TEALEVEL	Instructional level for teacher	1 = Elementary, prekindergarten, and special education 2 = All others
TYPE	Type of school where teacher works	1 = Regular elementary or secondary school 2 = Elementary or secondary school with a special program emphasis 3 = Special education 4 = Vocational or technical school 5 = Alternative school

See notes at end of table.

Table E-27. Public School Teacher Questionnaire (SASS-4A) imputation variables: 1999–2000—Continued

Variable name	Description	Values
URB	Type of community where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

NOTE: SASS-4A is the Public School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-28. Private School Teacher Questionnaire (SASS-4B) imputation variables: 1999–2000

Variable name	Description	Values
AFFIL	Affiliation/association membership of respondent's school	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Conservative Christian 6 = Affiliated with some other church or religious group 7 = Religious school, affiliation not reported 8 = Secular school, regular program 9 = Secular school, special, vocational, or alternative program 10 = Secular school, special education 11 = Secular school, early childhood program 12 = Secular school, program not reported 13 = Unclassified
AFFLG	General affiliation code for respondent's school	1 = Catholic 2 = Other religious 3 = Secular 4 = Unclassified
AGE_TCAT	Age of respondent	1 = Less than 30 years old 2 = 30–54 3 = 55+ 4 = Unclassified
BEGINTEA	Years since respondent began first teaching position	1 = 0–3 years 2 = 4–15 3 = 16+ 4 = Unclassified
ENR	Enrollment size code for respondent's school	1 = 1–149 students 2 = 150–399 3 = 400 or more 4 = Unknown
FULPTIME	Respondent's full-time/part-time status	1 = Full-time teacher 2 = Part-time teacher 3 = Unclassified
GRADELEV	Grade levels respondent taught this year	1 = Grades K–6 only 2 = Grades K–8 only 3 = Grades 7–12 only 4 = All others
HIGHDEG	Highest degree received by respondent	1 = Associate or no degree 2 = Bachelor's 3 = Master's or higher
LAST YEAR	Respondent's main activity last year	1 = Teaching 2 = Something other than teaching 3 = Unclassified

See notes at end of table.

Table E-28. Private School Teacher Questionnaire (SASS-4B) imputation variables: 1999–2000—Continued

Variable name	Description	Values
MINEN	Percent minority enrollment at school where teacher works	1 = Less than 5.5 percent are of minority race or ethnic origin 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unknown 5 = 50.5–100 percent
S0111	Whether school is specifically for at-risk students	1 = Yes 2 = No 3 = Unclassified
SCHEXPER	Years respondent has taught at this school	1 = 1–3 years 2 = 4–15 3 = 16+ 4 = Unclassified
TEAEXPER	Years respondent has taught in all schools	1 = 0–3 years 2 = 4–15 3 = 16+ 4 = Unknown
TEAFIELD	Respondent's teaching assignment field	1 = Special education 2 = Prekindergarten, kindergarten, or general elementary 3 = Math 4 = Science 5 = English or language arts 6 = Social studies 7 = Vocational education 8 = All others
TEALEVEL	Instructional level for teacher	1 = Elementary, prekindergarten, and special education 2 = All others
TYPE	Type of school where teacher works	1 = Regular elementary or secondary school, or elementary or secondary school with a special program emphasis 2 = Special education 3 = Vocational or technical school 4 = Alternative school 5 = Unclassified
URB	Type of community where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

NOTE: SASS-4B is the Private School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-29. Indian School Teacher Questionnaire (SASS-4C) imputation variables: 1999–2000

Variable name	Description	Values
AGE_TCAT	Age of respondent	1 = Less than 30 years old 2 = 30–54 3 = 55+ 4 = Unknown
BEGINTEA	Years since respondent began first teaching position	1 = 0–3 years 2 = 4–15 3 = 16+ 4 = Unclassified
BIA_OP	Type of BIA school where respondent works	1 = Operated by BIA 2 = Not operated by BIA
ENR	Enrollment size code for respondent’s school	1 = 1–299 students 2 = 300–599 3 = 600 or more 4 = Unknown
FULPTIME	Respondent’s full-time/part-time status	1 = Full-time teacher 2 = Part-time teacher 3 = Unclassified
GRADELEV	Grade levels respondent taught this year	1 = Grades K–6 only 2 = Grades K–8 only 3 = Grades 7–12 only 4 = All others
HIGHDEG	Highest degree received by respondent	1 = Associate or no degree 2 = Bachelor’s 3 = Master’s or higher
LASTYEAR	Respondent’s main activity last year	1 = Teaching 2 = Something other than teaching 3 = Unclassified
S0111	Whether respondent’s school is specifically for at-risk students	1 = Yes 2 = No 3 = Not classified
SCHEXPER	Years respondent has taught at this school	1 = 1–3 years 2 = 4–15 3 = 16+ 4 = Unclassified
TEAEXPER	Years respondent has taught in all schools	1 = 0–3 years 2 = 4–15 3 = 16+ 4 = Unknown

See notes at end of table.

Table E-29. Indian School Teacher Questionnaire (SASS-4C) imputation variables: 1999–2000—Continued

Variable name	Description	Values
TEAFIELD	Respondent's teaching assignment field	1 = Special education 2 = Prekindergarten, kindergarten, or general elementary 3 = Math 4 = Science 5 = English or language arts 6 = Social studies 7 = Vocational education 8 = All others
TEALEVEL	Instructional level for teacher	1 = Elementary, prekindergarten, and special education 2 = All others
TYPE	Type of school where teacher works	1 = Regular elementary or secondary school 2 = Elementary or secondary school with a special program emphasis 3 = Special education 4 = Vocational or technical school 5 = Alternative school
URB	Type of community where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

NOTE: SASS-4C is the Indian School Teacher Questionnaire form number. "Indian school" refers to schools selected to receive the Indian School Questionnaire; that is, schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local education agency (district). These schools may be operated by the BIA, a tribe, or a private contractor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-30. Public Charter School Teacher Questionnaire (SASS-4D) imputation variables: 1999–2000

Variable name	Description	Values
AGE_TCAT	Age of respondent	1 = Less than 30 years old 2 = 30–54 3 = 55+ 4 = Unknown
BEGINTEA	Years since respondent began first teaching position	1 = 0–3 years 2 = 4–15 3 = 16+ 4 = Unclassified
ENR	Enrollment size code for respondent’s school	1 = 1–149 students 2 = 150–349 3 = 350+ 4 = Unknown
FULPTIME	Respondent’s full-time/part-time status	1 = Full-time teacher 2 = Part-time teacher 3 = Unclassified
GRADELEV	Grade levels respondent taught this year	1 = Grades K–6 only 2 = Grades K–8 only 3 = Grades 7–12 only 4 = All others
HIGHDEG	Highest degree received by respondent	1 = Associate or no degree 2 = Bachelor’s 3 = Master’s or higher
LASTYEAR	Respondent’s main activity last year	1 = Teaching 2 = Something other than teaching 3 = Unclassified
MINEN	Percent minority enrollment at school where teacher works	1 = Less than 5.5 percent are of minority race or ethnic origin 2 = 5.5–20.4 percent 3 = 20.5–50.4 percent 4 = Unknown 5 = 50.5–100 percent
ORIGIN	Whether charter school was newly created or converted	1 = Newly created 2 = Information not available 3 = Converted from pre-existing public or private school
S0111	Whether school is for at-risk students	1 = Yes 2 = No 3 = Information not available
S0760	Whether school has waiver for teacher certification requirement	1 = Yes 2 = No 3 = Information not available

See notes at end of table.

Table E-30. Public Charter School Teacher Questionnaire (SASS-4D) imputation variables: 1999–2000—Continued

Variable name	Description	Values
S0762	Whether school has waiver for state/district teacher hiring or firing policies	1 = Yes 2 = No 3 = Information not available
S0764	Whether school has waiver for teacher contract year	1 = Yes 2 = No 3 = Information not available
S0768	Whether school has waiver for teacher salaries	1 = Yes 2 = No 3 = Information not available
S0770	Whether school has waiver for state/district curriculum requirements	1 = Yes 2 = No 3 = Information not available
S0778	Whether school has waiver for state/district control of finances	1 = Yes 2 = No 3 = Information not available
S0780	Whether school has waiver for state/district requirements for teacher professional development	1 = Yes 2 = No 3 = Information not available
SCHEXPER	Years respondent has taught at this school	1 = 1–3 years 2 = 4–15 3 = 16+
STARTYR	Year school began operating as a charter school	1 = Prior to 1997 2 = 1997 or later 3 = Information not available
STGROUP	State group	1 = Arizona 2 = Michigan, Minnesota 3 = Delaware, District of Columbia, Massachusetts, New York 4 = Missouri, Texas 5 = Florida, North Carolina 6 = California, Colorado 7 = New Jersey, Pennsylvania, Wisconsin 8 = Connecticut, Hawaii, Idaho, Illinois, Louisiana, Nevada, Ohio, South Carolina, Utah 9 = Alaska, Arkansas, Georgia, Kansas, Mississippi, New Mexico, Virginia, Wyoming
TEAEXPER	Years respondent has taught in all schools	1 = 0–3 years 2 = 4–15 3 = 16+ 4 = Unknown

See notes at end of table.

Table E-30. Public Charter School Teacher Questionnaire (SASS-4D) imputation variables: 1999–2000—Continued

Variable name	Description	Values
TEAFIELD	Respondent’s teaching assignment field	1 = Special education 2 = Prekindergarten, kindergarten, or general elementary 3 = Math 4 = Science 5 = English or language arts 6 = Social studies 7 = Vocational education 8 = All others
TEALEVEL	Instructional level for teacher	1 = Elementary, prekindergarten, and special education 2 = All others
TYPE	Type of school where teacher works	1 = Regular elementary or secondary school 2 = Elementary or secondary school with a special program emphasis 3 = Special education 4 = Vocational or technical school 5 = Alternative school
URB	Type of community where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

NOTE: SASS-4D is the Public Charter School Teacher Questionnaire form number.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-31. Public School Teacher Questionnaire (SASS-4A) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
59	STGROUP, STATE, TEALEVEL, BEGINTEA	BEGINTEA, STATE
15b, 15e, 15g, 17b, 18b, 19b, 20b, 20c	STGROUP, STATE, TEALEVEL, URB	URB, STATE
2, 3, 4	STGROUP, STATE, TEALEVEL, URB, ENR	ENR, URB, STATE
6, 7, 8, 9, 10, 11, 12, 13, 14	STGROUP, STATE, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE, STATE
21c, 25c, 26, 28, 29, 30, 31, 32, 33, 34, 35	STGROUP, STATE, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
22, 23, 24	STGROUP, STATE, TEALEVEL, AGE, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
37, 38, 41, 42	STGROUP, STATE, TEALEVEL, FULPTIME, TEAEXPER	TEAEXPER, FULPTIME, STATE
40b	STGROUP, TEALEVEL	TEALEVEL
43	STGROUP, STATE, TEALEVEL, URB, FULPTIME, ENR, GRADELEV	GRADELEV, ENR, FULPTIME, STATE
44, 45, 46, 47, 48, 51, 52	STGROUP, STATE, TEALEVEL, URB, AGE, TEAEXPER	TEAEXPER, AGE, STATE
49, 50	STGROUP, STATE, TEALEVEL, URB, TEAEXPER, FULPTIME, GRADELEV	GRADELEV, FULPTIME, TEAEXPER, STATE
53, 54, 57, 58, 60	STGROUP, STATE, TEALEVEL, URB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, STATE
55, 61, 62	STGROUP, STATE, TEALEVEL, URB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, TEALEVEL, STATE
63	STGROUP, STATE, TEALEVEL, URB, MINEN, TEAFIELD, GRADELEV	GRADELEV, TEAFIELD, MINEN, URB, STATE

NOTE: SASS-4A is the Public School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-32. Private School Teacher Questionnaire (SASS-4B) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
59	AFFILS, TEALEVEL, BEGINTEA	BEGINTEA, AFFILS
15b, 15e, 15g, 17b, 18b, 19b, 20b, 20c	AFFILS, TEALEVEL, URB	URB, AFFILS
2, 3, 4	AFFILS, TEALEVEL, URB, ENR	ENR, URB, AFFILS
6, 7, 8, 9, 10, 11, 12, 13, 14	AFFILS, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE, AFFILS
21c, 25c, 26, 28, 29, 30, 31, 32, 33, 34, 35	AFFILS, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
22, 23, 24	AFFILS, TEALEVEL, AGE, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
37, 38, 41, 42	AFFILS, TEALEVEL, FULPTIME, TEAEXPER	TEAEXPER, FULPTIME, AFFILS
40b	AFFILS, TEALEVEL	TEALEVEL
43	AFFILS, TEALEVEL, URB, FULPTIME, ENR, GRADELEV	GRADELEV, ENR, FULPTIME, AFFILS
44, 45, 46, 47, 48, 51, 52	AFFILS, TEALEVEL, URB, AGE, TEAEXPER	TEAEXPER, AGE, AFFILS
49, 50	AFFILS, TEALEVEL, URB, TEAEXPER, FULPTIME, GRADELEV	GRADELEV, FULPTIME, TEAEXPER, AFFILS
53, 54, 57, 58, 60	AFFILS, TEALEVEL, URB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, AFFILS
55, 61, 62	AFFILS, TEALEVEL, URB, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, TEALEVEL, AFFILS
63	AFFILS, TEALEVEL, URB, MINEN, GRADELEV	GRADELEV, MINEN, URB, AFFILS

NOTE: SASS-4B is the Private School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-33. Indian School Teacher Questionnaire (SASS-4C) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
59	BIAOP, TEALEVEL, BEGINTEA	BEGINTEA
15b, 15e, 15g, 17b, 18b, 19b, 20b, 20c	BIAOP, TEALEVEL	No collapsing
2, 3, 4	BIAOP, TEALEVEL, ENR	ENR
6, 7, 8, 9, 10, 11, 12, 13, 14	BIAOP, TEALEVEL, AGE, HIGHDEG	HIGHDEG, AGE
21c, 25c, 26, 28, 29, 30, 31, 32, 33, 34, 35	BIAOP, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG
22, 23, 24	BIAOP, TEALEVEL, AGE, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG
37, 38, 41, 42	BIAOP, TEALEVEL, FULPTIME, TEAEXPER	TEAEXPER, FULPTIME
40b	BIAOP, TEALEVEL	TEALEVEL
43	BIAOP, TEALEVEL, FULPTIME, ENR, GRADELEV	GRADELEV, ENR, FULPTIME
44, 45, 46, 47, 48, 51, 52	BIAOP, TEALEVEL, AGE, TEAEXPER	TEAEXPER, AGE
49, 50	BIAOP, TEALEVEL, TEAEXPER, FULPTIME, GRADELEV	GRADELEV, FULPTIME, TEAEXPER
53, 54, 57, 58, 60	BIAOP, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG
55, 61, 62	BIAOP, TEALEVEL, HIGHDEG, TEAEXPER	TEAEXPER, HIGHDEG, TEALEVEL
63	BIAOP, TEALEVEL, TEAFIELD, GRADELEV	GRADELEV, TEAFIELD

NOTE: SASS-4C is the Indian School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-34. Public Charter School Teacher Questionnaire (SASS-4D) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
67	S0760, TEAEXPER, TEALEVEL	S0760, TEAEXPER, TEALEVEL
19a–b	AGE_TCAT, LASTYEAR, TEALEVEL, TEAEXPER,	LASTYEAR, TEAEXPER, AGE_TCAT
6–7	AGE_TCAT, TEAEXPER, TEALEVEL	AGE_TCAT, TEALEVEL
11b	AGE_TCAT, TEAEXPER, TEALEVEL, TYPE	TEAEXPER, AGE_TCAT, TYPE, TEALEVEL
2, 43	SIZE, TEAFIELD, TEALEVEL, URB	URB, TEAFIELD, SIZE
15a–b	AGE_TCAT, GRADELEV, HIGHDEG, SIZE, TEAEXPER, TEALEVEL	TEAEXPER, HIGHDEG, SIZE
17a–b, 18	AGE_TCAT, GRADELEV, HIGHDEG, TEAEXPER, TEAFIELD, TEALEVEL	TEAEXPER, HIGHDEG, TEAFIELD
8c, 8e, 8g, 10b, 11c	S0760, TEAFIELD, TEALEVEL, URB	S0760, URB, TEAFIELD
48–49, 50a–e	GRADELEV, ORIGIN, TEAFIELD, URB	URB, TEAFIELD, ORIGIN
63	S0768, TEAEXPER, URB	S0768, TEAEXPER, URB
22, 23, 24, 25–26	AGE_TCAT, HIGHDEG, TEAEXPER, TEALEVEL	TEAEXPER, HIGHDEG
13b–d, 14, 16a–b, 19c	AGE_TCAT, HIGHDEG, S0760, TEAEXPER, TEALEVEL	S0760, TEAEXPER, HIGHDEG
20, 21	AGE_TCAT, HIGHDEG, S0760, TEAEXPER, TEALEVEL	HIGHDEG, TEAEXPER, S0760
34a–b	FULPTIME, TEAFIELD, ORIGIN, TEAEXPER, TEALEVEL	TEAEXPER, TEAFIELD, FULPTIME, ORIGIN
51, 52, 53	FULPTIME, S0764, TEAEXPER, TEAFIELD, TEALEVEL	S0764, TEAFIELD, TEAEXPER, FULPTIME
41–42	TEALEVEL, MINEN, URB, SIZE, TEAFIELD	TEAFIELD, SIZE, URB
54	GRADELEV, ORIGIN, SIZE, FULPTIME, TEALEVEL, URB	GRADELEV, FULPTIME, SIZE, ORIGIN

See notes at end of table.

Table E-34. Public Charter School Teacher Questionnaire (SASS-4D) stage 2 matching variables and collapse order: 1999–2000—Continued

Items	Matching variables	Order of collapse
57a, 57d, 57f, 58c, 58d, 58e, 58f, 59a, 59b, 59d–n, 59p–v, 61	ORIGIN, SCHEXPER, SIZE, TEAEXPER, TEAFIELD, TEALEVEL, URB	TEAEXPER, TEAFIELD, SIZE, SCHEXPER, ORIGIN
57b, 58a–b	ORIGIN, S0770, SCHEXPER, SIZE, TEAEXPER, TEAFIELD, TEALEVEL, URB	S0770, TEAEXPER, TEAFIELD, SIZE, SCHEXPER
57g	ORIGIN, S0778, SCHEXPER, SIZE, TEAEXPER, TEAFIELD, TEALEVEL, URB	S0778, TEAEXPER, TEAFIELD, SIZE, SCHEXPER
57e, 59o	ORIGIN, S0762, SCHEXPER, SIZE, TEAEXPER, TEAFIELD, TEALEVEL, URB	S0762, TEAEXPER, TEAFIELD, SIZE, SCHEXPER
57c	ORIGIN, S0780, SCHEXPER, SIZE, TEAEXPER, TEAFIELD, TEALEVEL, URB	S0780, TEAEXPER, TEAFIELD, SIZE, SCHEXPER
59c	ORIGIN, S0768, SCHEXPER, SIZE, TEAEXPER, TEAFIELD, TEALEVEL, URB	S0768, TEAEXPER, TEAFIELD, SIZE, SCHEXPER
55, 56, 60	FULPTIME, GRADELEV, ORIGIN, S0111, SCHEXPER, TEAEXPER, TEALEVEL, URB	GRADELEV, FULPTIME, SCHEXPER, ORIGIN
27a, 27b, 27d, 27g, 27i, 28a, 28c, 28d, 28e, 28f, 28g, 32	HIGHDEG, S0780, TEAEXPER, TEALEVEL, URB	S0780, TEAEXPER, HIGHDEG
27c, 27e, 27f, 27h, 28b, 30a–b, 31a, 31c	HIGHDEG, S0780, TEAEXPER, TEAFIELD, TEALEVEL, URB	S0780, TEAEXPER, HIGHDEG, TEAFIELD
30c–f, 31b, 62a(1)–(3), 62b(1)–(5)	HIGHDEG, S0768, TEAEXPER, TEAFIELD, TEALEVEL, URB	S0768, TEAEXPER, HIGHDEG, TEAFIELD
4c, 4e, 4f	AGE_TCAT, BEGINTEA, HIGHDEG, TEALEVEL	HIGHDEG, AGE_TCAT, BEGINTEA
3a–b, 39	ORIGIN, TEAFIELD, TEALEVEL, TYPE, URB	URB, TEAFIELD, TYPE, ORIGIN, TEALEVEL
40	ORIGIN, S0780, TEAFIELD, TEALEVEL, TYPE, URB	S0780, URB, TEAFIELD, TYPE, ORIGIN, TEALEVEL
3c–d	ORIGIN, SCHEXPER	No collapse
35, 36	FULPTIME, ORIGIN, SIZE, TEAEXPER, TEAFIELD, TEALEVEL, URB	TEAEXPER, URB, SIZE, FULPTIME, TEAFIELD

See notes at end of table.

Table E-34. Public Charter School Teacher Questionnaire (SASS-4D) stage 2 matching variables and collapse order: 1999–2000—Continued

Items	Matching variables	Order of collapse
44, 45, 46, 47	ORIGIN, TEAEXPER, TEAFIELD, TEALEVEL, URB	TEAEXPER, TEAFIELD, URB, ORIGIN, TEALEVEL
65, 66	HIGHDEG, MINEN, TEAEXPER, TEALEVEL, URB	TEAEXPER, HIGHDEG, URB, MINEN, TEALEVEL

NOTE: SASS-4D is the Public Charter School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

I. Imputation Procedures for the School Library Media Center Questionnaire (Forms LS-1A, -1B, and -1C)

Values were imputed to items with missing values in the three stages described below. The percentage of entries imputed in each stage for items where the response rate was less than 75 percent is shown in table E-1. Tables detailing the school library media center items imputed in stage 1 (tables E-35 through E-37), the school library media center imputation variables (tables E-38 through E-39), and the school library media center stage 2 matching variables and collapse order (tables E-40 through E-41) are grouped at the end of this section.

1. First Stage Imputation for Library Media Centers

In the first stage, items with missing values were completed whenever possible by using information about the school library from the following sources:

- *Other Questionnaire Items on the Library Record.* Based on entries from related items on the library record, some assumptions were made about how the respondent probably should have answered items with missing values. For example, if Public School Library Media Center Questionnaire item 4a (whether library could accommodate a full class of students at one time) was unanswered and item 32a or b indicated that one or more classes met in the library during the week, the code for “Yes” was imputed to item 4a. Items that were completed by using data from other School Library Media Center Questionnaire (LS-1A, -1B, and -1C) entries are listed in tables E-35 to E-37.
- *Matching SASS School Questionnaire (SASS-3A, -3B, and -3C).* For a few items with missing values, data from the matching school record were used to impute the entries. For example, if Public School Library Media Center Questionnaire item 7 was unanswered and entries on the school record indicated that the school did not have a librarian, the code for “No” was imputed to item 7 of the library record. These School Library Media Center Questionnaire items were completed with data from the matching SASS school record:
 - Public School Library Media Center Questionnaire: items 5, 6, 7, 38, and 39c(9);
 - Private School Library Media Center Questionnaire: items 5a, 6, 7, 8, 13, 14, 15, 17, 18a, 19, 20a, 21, 22b, 22c, 22e, 27, 38, and 39c(9);
 - Indian School Library Media Center Questionnaire: items 5, 6, 7, 37, and 38c(9).

2. Second Stage Imputation for Library Media Centers

In general, the second stage of imputation filled unanswered items by using data from the record for a library of a similar school (i.e., a school that was the same level, of similar size,

located in same type of community, etc.). Imputation variables that described certain characteristics of the schools (e.g., enrollment size and school level) were copied from the matching school record. In addition, a variable that categorized the size of the library was created by using the number of books held at the end of the 1998–1999 school year. These school variables and the library variable were used to sort the library records and to match incomplete records to those with complete entries (donors).

For some items, such as Public School Library Media Center Questionnaire item 13a (whether library had a telephone), data were directly copied to the record with the missing value. For others, however, such as Public School Library Media Center Questionnaire item 35 (number of students who used library in a week), entries on the donor record were used as factors along with other information on the incomplete record to fill the items with missing values. For example, if the number of books held was reported for Library#1 but the number acquired was not, the donor's ratio of books acquired to books held was used with the number of books held by Library#1 to impute the number acquired by Library#1 (Library#1 books acquired = Library#1 books held X (donor library books acquired / donor library books held)).

a. Public School Library Media Centers

The variables used to sort the Public School Library Media Center Questionnaire records and to match incomplete records with donors are defined and their values given in table E-38. The Public School Library Media Center Questionnaire records were sorted so that records for libraries of similar schools were near each other on the file. They were sorted in this order: STATE / ENR / LEVEL / URB / M0149. M0149 was the number of books held in the library at the end of the 1998–1999 school year. Table E-40 shows the variables that were used to match incomplete records and donors for each Public School Library Media Center Questionnaire item imputed during the second stage. The order of collapse for the variables is also shown in table E-40.

b. Private School Library Media Centers

The variables used to sort the Private School Library Media Center Questionnaire records and to match incomplete records with donors are defined and their values given in table E-39. The Private School Library Media Center Questionnaire records were sorted so that records for libraries of similar schools were near each other on the file. They were sorted in this order: AFFLG / ENR / LEVEL / URB / M0149. M0149 was the number of books held in the library at the end of the 1998–1999 school year. Table E-41 shows the variables used to match incomplete records and donors for each LS-1B item imputed during the second stage. The order of collapse for the variables is also shown in table E-41.

c. Indian School⁵ Library Media Centers

Because there were only 104 completed records⁶ (interviews) for Indian school libraries and the item response rates were high for most items, the second stage of

⁵ Within this appendix, “Indian school” refers to schools selected to receive the Indian School Questionnaire (Form SASS-3C); that is, schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local education agency (district). These schools may be operated by the BIA, a tribe, or a private contractor.

⁶ This number is less than the number of Indian School Questionnaire (Form SASS-3C) records because some Indian schools refused to complete the library questionnaire and some did not have libraries.

imputation was done clerically. Other than the use of a variable that indicated whether the school was operated by BIA (BIA_OP), the methodology was the same as that used to impute items on the Public School Library Media Center Questionnaire and the Private School Library Media Center Questionnaire files, which were imputed by computer. For records where items had missing values, similar records (libraries for schools of same BIA type, similar size, level, etc.) were selected as donors. The variables used to clerically match incomplete records and donors were STATE, ENR, LEVEL, and BKCLSZ, which are defined in table E-39, and BIA_OP, which is defined in table E-29.

3. Clerical Imputation for Public and Private School Library Media Centers

Some values on the library records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record.

Table E-35. Public School Library Media Center Questionnaire (LS-1A) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item ¹	Source item(s) ¹
4a	32a
6	7
7	6
9	6, 7
22, col.(3)	23
23	22, col.(3)
25	22, col.(2)
26	22, col.(2)
32	4a

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: LS-1A is the Public School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-36. Private School Library Media Center Questionnaire (LS-1B) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item ¹	Source item(s) ¹
4a	32a
7	8
8	7
10	7, 8
22, col.(3)	23
23	22, col.(3)
25	22, col.(2)
26	22, col.(2)
32	4a

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: LS-1B is the Private School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-37. Indian School Library Media Center Questionnaire (LS-1C) items imputed in stage 1 by using other data on record: 1999–2000

Imputed item ¹	Source item(s) ¹
4a	32a
6	7
7	6
9	6, 7
21, col.(3)	22
22	21, col.(3)
24	21, col.(2)
25	21, col.(2)
31	4a

¹ Questionnaire item wording can be found online at <http://nces.ed.gov/surveys/sass/questionnaire.asp>, where the questionnaires are available as downloadable pdf files.

NOTE: LS-1C is the Indian School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-38. Public School Library Media Center Questionnaire (LS-1A) imputation variables: 1999–2000

Variable name	Description	Values
BKCLSZ	Library book collection size	1 = 1–5,000 books 2 = 5,001–10,000 3 = 10,001–15,000 4 = 15,001–20,000 5 = 21,001–50,000 6 = More than 50,000 7 = Unknown
ENR	Enrollment size code for school	1 = Less than 300 students 2 = 300–599 students 3 = 600 or more students 4 = Unclassified
LEVEL	School level	1 = Elementary 2 = Combined or ungraded 3 = Secondary
TYPE	Type of school	1 = Regular elementary or secondary school 2 = Elementary or secondary school with a special program emphasis 3 = Special education 4 = Vocational or technical school 5 = Alternative school
URB	Type of community where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

NOTE: LS-1A is the Public School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-39. Private School Library Media Center Questionnaire (LS-1B) imputation variables: 1999–2000

Variable name	Description	Values
AFFIL	Affiliation/association membership of respondent's school	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Conservative Christian 6 = Affiliated with some other church or religious group 7 = Religious school, affiliation not reported 8 = Secular school, regular program 9 = Secular school, special, vocational, or alternative program 10 = Secular school, special education 11 = Secular school, early childhood program 12 = Secular school, program not reported 13 = Unclassified
AFFLG	General affiliation of school	1 = Catholic 2 = Other religious 3 = Secular 4 = Unclassified
BKCLSZ	Library book collection size	1 = 1–5,000 books 2 = 5,001–10,000 3 = 10,001–15,000 4 = 15,001–20,000 5 = 21,001–50,000 6 = More than 50,000 7 = Unknown
ENR	Enrollment size code for school	1 = 1–149 students 2 = 150–399 3 = 400 or more 4 = Unknown
LEVEL	School level	1 = Elementary 2 = Combined or ungraded 3 = Secondary
URB	Type of community where school is located	1 = Urban 2 = Suburban 3 = Small town 4 = Rural

NOTE: LS-1B is the Private School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-40. Public School Library Media Center Questionnaire (LS-1A) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
22a(1)	ENR, LEVEL, TYPE	TYPE, ENR, LEVEL
14a–e, 22a(2)–(3), 22b–e, 23, 26, 27, 28, 29, 31, 32, 38	BKCLSZ, ENR, LEVEL, TYPE	TYPE, ENR, BKCLSZ, LEVEL
1, 13	BKCLSZ, ENR, LEVEL, TYPE	ENR, BKCLSZ, TYPE, LEVEL
2, 3	BKCLSZ, ENR, LEVEL	LEVEL, ENR, BKCLSZ
4	BKCLSZ, ENR, LEVEL, TYPE	LEVEL, ENR, BKCLSZ, TYPE
5, 6, 7	BKCLSZ, ENR, LEVEL, TYPE	TYPE, BKCLSZ, LEVEL, ENR
9	BKCLSZ, ENR, LEVEL	ENR, BKCLSZ, LEVEL
10, 11, 18	BKCLSZ, ENR, LEVEL, TYPE	TYPE, BKCLSZ, ENR, LEVEL
12, 39c	BKCLSZ, ENR, LEVEL, TYPE	BKCLSZ, ENR, TYPE, LEVEL
15, 16, 19, 20, 21, 33	ENR, LEVEL, TYPE, URB	TYPE, URB, ENR, LEVEL
17	BKCLSZ, ENR, LEVEL, TYPE, URB	TYPE, URB, BKCLSZ, ENR, LEVEL
24a–b, 25, 30, 34	BKCLSZ, ENR, LEVEL, URB	URB, ENR, BKCLSZ, LEVEL
35, 36, 37a–b	BKCLSZ, ENR, LEVEL, TYPE, URB	URB, TYPE, ENR, BKCLSZ, LEVEL
39a–b	BKCLSZ, ENR, LEVEL, URB	URB, BKCLSZ, LEVEL, ENR
40, 41	ENR, LEVEL, TYPE, URB	ENR, URB, TYPE, LEVEL

NOTE: LS-1A is the Public School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table E-41. Private School Library Media Center Questionnaire (LS-1B) stage 2 matching variables and collapse order: 1999–2000

Items	Matching variables	Order of collapse
22a(1)	AFFLG, AFFIL, ENR, LEVEL, TYPE	TYPE, AFFIL, ENR, LEVEL
22a(2)–(3)	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	TYPE, AFFIL, ENR, BKCLSZ, LEVEL
1	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	ENR, BKCLSZ, AFFIL, TYPE, LEVEL
2	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL	AFFIL, LEVEL, ENR, BKCLSZ
3	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL	LEVEL, ENR, AFFIL, BKCLSZ
4	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	LEVEL, AFFIL, ENR, BKCLSZ, TYPE
5a	AFFLG, AFFIL, BKCLSZ, LEVEL	BKCLSZ, LEVEL, AFFIL, AFFLG
5b, 6, 7, 8	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	TYPE, AFFIL, BKCLSZ, LEVEL, ENR
10	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL	ENR, BKCLSZ, AFFIL, LEVEL
11, 18	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	TYPE, BKCLSZ, ENR, AFFIL, LEVEL
12	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	TYPE, BKCLSZ, AFFIL, ENR, LEVEL
13	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	ENR, BKCLSZ, TYPE, AFFIL, LEVEL
15, 16, 19, 20, 21	AFFLG, AFFIL, ENR, LEVEL, TYPE, URB	TYPE, URB, ENR, LEVEL, AFFIL
14a–e, 27, 28, 29, 31, 32, 38	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	TYPE, ENR, BKCLSZ, AFFIL, LEVEL
17	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE, URB	TYPE, URB, BKCLSZ, ENR, AFFIL, LEVEL
22b–e, 23, 26	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	TYPE, ENR, BKCLSZ, LEVEL, AFFIL
24a–b, 25, 30, 34	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, URB	URB, ENR, BKCLSZ, AFFIL, LEVEL
33	AFFLG, AFFIL, ENR, LEVEL, TYPE, URB	TYPE, URB, ENR, AFFIL, LEVEL

See notes at end of table.

Table E-41. Private School Library Media Center Questionnaire (LS-1B) stage 2 matching variables and collapse order: 1999–2000—Continued

Items	Matching variables	Order of collapse
35, 36, 37a–b	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE, URB	URB, TYPE, ENR, BKCLSZ, AFFIL, LEVEL
39a–b	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, URB	URB, BKCLSZ, LEVEL, AFFIL, ENR
39c	AFFLG, AFFIL, BKCLSZ, ENR, LEVEL, TYPE	BKCLSZ, ENR, TYPE, AFFIL, LEVEL
40	AFFLG, AFFIL, ENR, LEVEL, TYPE, URB	ENR, URB, TYPE, LEVEL, AFFIL

NOTE: LS-1B is the Private School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Appendix F. Variable Categories Used in Developing Adjustment Factor Cells for Weighting

This appendix details the variable categories used in developing adjustment factor cells for weighting. (See chapter IX, Weighting and Variance Estimation.) Each appendix section lists the types of adjustment factor cells and the variables used in developing them, followed by tables detailing the variable categories. Sections are arranged in the following order:

A.	Public, BIA, and Public Charter School and Principal Weights	F-2
B.	Private School and Principal Weights	F-8
C.	District Weights	F-13
D.	Public, BIA, and Public Charter School Teacher Weights	F-16
E.	Private School Teacher Weights	F-20
F.	Public and BIA School Library Media Center Weights	F-24
G.	Private School Library Media Center Weights	F-26

List of Tables

Table F-1.	Variable categories used in adjustment cells for the Public, Indian, and Public Charter School Questionnaires (SASS-3A, -3C, and -3D) and Principal Questionnaires (SASS-2A, -2C, and -2D): 1999–2000	F-3
Table F-2.	Enrollment size class categories used in noninterview adjustment cells for the Public School (except Native American) (SASS-3A), Principal (SASS-2A), and Library Media Center (LS-1A) Questionnaires and for school noninterview adjustment cells for the Public School Teacher Questionnaire (SASS-4A), by state and school level: 1999–2000	F-4
Table F-3.	Enrollment size class categories used in first-stage ratio adjustment cells for the Public School (except Native American) (SASS-3A), Principal (SASS-2A), and Library Media Center (LS-1A) Questionnaires and for frame ratio adjustment cells for the Public School Teacher Questionnaire (SASS-4A), by state and school level: 1999–2000	F-6
Table F-4.	Variable categories used in adjustment cells for the Private School (SASS-3B) and Private School Principal (SASS-2B) Questionnaires: 1999–2000	F-9
Table F-5.	Enrollment size class categories used in noninterview adjustment cells for the Private School (SASS-3B), Principal (SASS-2B), and Library Media Center (LS-1B) Questionnaires and in frame ratio adjustment cells for the Private School Teacher Questionnaire (SASS-4B), by affiliation and school level: 1999–2000	F-11
Table F-6.	Enrollment size class categories used in second-stage ratio adjustment cells for the Private School (SASS-3B), Principal (SASS-2B), and Library Media Center (LS-1B) Questionnaires, by affiliation and school level: 1999–2000	F-12
Table F-7.	Variable categories used in adjustment cells for the School District Questionnaire (SASS-1A): 1999–2000	F-13
Table F-8.	District enrollment size categories used in noninterview adjustment cells for the School District Questionnaire (SASS-1A), by state: 1999–2000	F-14
Table F-9.	District enrollment size categories used in first-stage ratio adjustment cells for the School District Questionnaires (SASS-1A), by state: 1999–2000	F-15
Table F-10.	Variable categories used in adjustment cells for the Public, Indian, and Public Charter School Teacher Questionnaires (SASS-4A, -4C, and -4D): 1999–2000	F-18
Table F-11.	Variable categories used in adjustment cells for the Private School Teacher Questionnaire (SASS-4B): 1999–2000	F-22
Table F-12.	Variable categories used in adjustment cells for the Public and Indian School Library Media Center Questionnaires (LS-1A, LS-1C): 1999–2000	F-25
Table F-13.	Variable categories used in adjustment cells for the Private School Library Media Center Questionnaire (LS-1B): 1999–2000	F-27

A. Public, BIA, and Public Charter School and Principal Weights

Computations were done within cells for two factors used in the development of the public, BIA, and public charter school and principal weights: the noninterview adjustment factor and the first-stage ratio adjustment factor. Their definitions are provided below.

- The noninterview adjustment factor is an adjustment that accounts for total school nonresponse. It is the weighted (product of basic weight and sampling adjustment factor) ratio of the total eligible in-scope schools to the total responding in-scope schools within cells.
- The first-stage ratio adjustment factor is a factor that adjusts the sample estimates to known frame totals. For public schools, it is equal to the ratio of the total number of SASS frame noncertainty schools to the weighted sample estimate of the total number of noncertainty schools within each cell in the frame.

The variables, and the variable categories, used in the computations could differ according to the type of school involved. The variables used in the adjustment cells are listed below. The variable categories are defined in tables F-1 through F-3.

Noninterview adjustment factor cells

Public schools (except Native American): state by school level by enrollment size class by urbanicity
Public schools, Native American—elementary: school level by state (10 “states”) by enrollment size class
Public schools, Native American—combined and secondary: school level by state (10 “states”)

BIA schools—elementary: school level by enrollment size class

BIA schools—combined and secondary: state (10 “states”) by school level

Public charter schools: school level by state (14 “states”) by enrollment size class

First-stage ratio adjustment factor cells

Public schools (except Native American): state by school level by urbanicity by enrollment size class (in some states, enrollment size class was not used, in other states, urbanicity was not used)

Public schools, Native American—elementary: state (10 “states”) by school level and enrollment size class

Public schools, Native American—combined and secondary: state (10 “states”) by school level

BIA schools: no first-stage ratio adjustment because BIA schools were all certainty schools

Public charter schools: no first-stage ratio adjustment because public charter schools were all certainty schools

Table F-1. Variable categories used in adjustment cells for the Public, Indian, and Public Charter School Questionnaires (SASS-3A, -3C, and -3D) and Principal Questionnaires (SASS-2A, -2C, and -2D): 1999–2000

Variable	Number of categories	Categories
Enrollment size class—public schools (except Native American)	Varies	See table F-2 for categories used in noninterview adjustment cells and table F-3 for categories used in first-stage ratio adjustment cells.
Enrollment size class—Native American public schools	Varies	For elementary schools: less than 450, 450 or more For combined schools: all one category For secondary schools: all one category
Enrollment size class—BIA schools	Varies	For elementary schools: less than 500, 500 or more For combined schools: all one category For secondary schools: all one category
Enrollment size class—public charter schools	2 per school level	For elementary schools: less than 175, 175 or more For combined schools: less than 100, 100 or more For secondary schools: less than 200, 200 or more
School level	3	Elementary Combined Secondary
State	51	50 states plus the District of Columbia
State (10 “states”)	10	Arizona California Minnesota Montana New Mexico North Dakota Oklahoma South Dakota Washington All other states
State (14 “states”)	14	Arizona California Colorado Florida Georgia North Carolina Texas Massachusetts New Jersey Pennsylvania Michigan Minnesota Wisconsin All other states
Urbanicity	3	Large or mid-size central city Urban fringe of large or mid-size city Small town/rural

NOTE: SASS-2A is the Public School Principal Questionnaire form number, SASS-2C is the Indian School Principal Questionnaire form number, and SASS-2D is the Public Charter School Principal Questionnaire form number. SASS-3A is the Public School Questionnaire form number, SASS-3C is the Indian School Questionnaire form number, and SASS-3D is the Public Charter School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table F-2. Enrollment size class categories used in noninterview adjustment cells for the Public School (except Native American) (SASS-3A), Principal (SASS-2A), and Library Media Center (LS-1A) Questionnaires and for school noninterview adjustment cells for the Public School Teacher Questionnaire (SASS-4A), by state and school level: 1999–2000

State	School level	Enrollment size category
Connecticut, Massachusetts, and New Jersey	Elementary	Less than 376, 376–475, 476–600, 601 or more
	Combined	Less than 326, 326 or more
	Secondary	Less than 701, 701–900, 901–1,200, 1,201 or more
New York	Elementary	Less than 506, 506–675, 676–1,000, 1,001 or more
	Combined	Less than 326, 326–500, 501 or more
	Secondary	Less than 701, 701–1,000, 1,001–1,250, 1,251 or more
Pennsylvania and Rhode Island	Elementary	Less than 361, 361–500, 501 or more
	Combined	All one category
	Secondary	Less than 1,001, 1,001 or more
Maine, New Hampshire, and Vermont	Elementary	Less than 151, 151–280, 281–425, 426 or more
	Combined	All one category
	Secondary	Less than 276, 276–500, 501 or more
Illinois, Indiana, Michigan, Minnesota, and Ohio	Elementary	Less than 441, 441 or more
	Combined	Less than 511, 511 or more
	Secondary	Less than 351, 351–575, 576 or more
Missouri and Wisconsin	Elementary	Less than 331, 331 or more
	Combined	All one category
	Secondary	Less than 316, 316–425, 426 or more
Iowa and Kansas	Elementary	Less than 131, 131–210, 211–335, 336 or more
	Combined	All one category
	Secondary	Less than 151, 151–250, 251–400, 401 or more
Nebraska, North Dakota, South Dakota	Elementary	Less than 82, 82–145, 146–227, 228–310, 311 or more
	Combined	All one category
	Secondary	Less than 56, 56–90, 91–165, 166–330, 331 or more
Alabama, Delaware, District of Columbia, Louisiana, North Carolina, South Carolina, and Tennessee	Elementary	Less than 476, 476 or more
	Combined	Less than 426, 426–600, 601 or more
	Secondary	Less than 501, 501–750, 751 or more
Maryland and Texas	Elementary	Less than 401, 401–485, 486–580, 581–750, 751 or more
	Combined	Less than 151, 151–215, 216–380, 381 or more
	Secondary	Less than 176, 176–335, 336–675, 676–1,250, 1,251–1,520, 1,521–2,000, 2,001 or more
Florida, Georgia, and Virginia	Elementary	Less than 711, 711–815, 816 or more
	Combined	Less than 199, 199–650, 651 or more
	Secondary	Less than 1,201, 1,201–1,635, 1,636 or more

See notes at end of table.

Table F-2. Enrollment size class categories used in noninterview adjustment cells for the Public School (except Native American) (SASS-3A), Principal (SASS-2A), and Library Media Center (LS-1A) Questionnaires and for school noninterview adjustment cells for the Public School Teacher Questionnaire (SASS-4A), by state and school level: 1999–2000—Continued

State	School level	Enrollment size category
Colorado, New Mexico, Oregon, Utah, and Washington	Elementary	Less than 351, 351–550, 551 or more
	Combined	All one category
	Secondary	Less than 451, 451 or more
Kentucky, Mississippi, and Oklahoma	Elementary	Less than 371, 371–510, 511–650, 651 or more
	Combined	Less than 601, 601 or more
	Secondary	Less than 201, 201–350, 351–475, 476–775, 776 or more
Arkansas and West Virginia	Elementary	Less than 226, 226–275, 276–435, 436 or more
	Combined	All one category
	Secondary	Less than 301, 301–450, 451–700, 701 or more
Hawaii and Nevada	Elementary	Less than 751, 751 or more
	Combined	All one category
	Secondary	All one category
Arizona and California	Elementary	Less than 426, 426–525, 526–725, 726–890, 891 or more
	Combined	Less than 201, 201 or more
	Secondary	Less than 601, 601–1,050, 1,051–1,500, 1,501–2,150, 2,151 or more
Montana and Wyoming	Elementary	Less than 71, 71–175, 176–310, 311 or more
	Combined	All one category
	Secondary	Less than 46, 46–105, 106–350, 351 or more
Idaho and Alaska	Elementary	Less than 276, 276–425, 426–500, 501 or more
	Combined	Less than 51, 51–90, 91–175, 176 or more
	Secondary	Less than 276, 276–725, 726 or more

NOTE: SASS-2A is the Public School Principal Questionnaire form number, SASS-3A is the Public School Questionnaire form number, SASS-4A is the Public School Teacher Questionnaire form number, and LS-1A is the Public School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table F-3. Enrollment size class categories used in first-stage ratio adjustment cells for the Public School (except Native American) (SASS-3A), Principal (SASS-2A), and Library Media Center (LS-1A) Questionnaires and for frame ratio adjustment cells for the Public School Teacher Questionnaire (SASS-4A), by state and school level: 1999–2000

State	School level	Enrollment size category
Alaska and Idaho ¹	Elementary	Less than 276, 276–425, 426–500, 501 or more
	Combined	Less than 51, 51–90, 91–175, 176 or more
	Secondary	Less than 276, 276–725, 726 or more
Arkansas and West Virginia ¹	Elementary	Less than 226, 226–275, 276–435, 436 or more
	Combined	All one category
	Secondary	Less than 301, 301–450, 451–700, 701 or more
Delaware and Louisiana ¹	Elementary	Less than 476, 476 or more
	Combined	Less than 426, 426–600, 601 or more
	Secondary	Less than 501, 501–750, 751 or more
Hawaii ¹	Elementary	Less than 751, 751 or more
	Combined	All one category
	Secondary	All one category
Iowa and Kansas ¹	Elementary	Less than 131, 131–210, 211–335, 336 or more
	Combined	All one category
	Secondary	Less than 151, 151–250, 251–400, 401 or more
Kentucky ¹	Elementary	Less than 371, 371–510, 511–650, 651 or more
	Combined	Less than 601, 601 or more
	Secondary	Less than 201, 201–350, 351–475, 476–775, 776 or more
Montana and Wyoming ¹	Elementary	Less than 71, 71–175, 176–310, 311 or more
	Combined	All one category
	Secondary	Less than 46, 46–105, 106–350, 351 or more
Nebraska ¹	Elementary	Less than 82, 82–145, 146–227, 228–310, 311 or more
	Combined	All one category
	Secondary	Less than 56, 56–90, 91–165, 166–330, 331 or more
New Jersey ¹	Elementary	Less than 376, 376–475, 476–600, 601 or more
	Combined	Less than 326, 326 or more
	Secondary	Less than 701, 701–900, 901–1,200, 1,201 or more
Pennsylvania ¹	Elementary	Less than 361, 361–500, 501 or more
	Combined	All one category
	Secondary	Less than 1,001, 1,001 or more
Vermont ¹	Elementary	Less than 151, 151–280, 281–425, 426 or more
	Combined	All one category
	Secondary	Less than 276, 276–500, 501 or more

See notes at end of table.

Table F-3. Enrollment size class categories used in first-stage ratio adjustment cells for the Public School (except Native American) (SASS-3A), Principal (SASS-2A), and Library Media Center (LS-1A) Questionnaires and for frame ratio adjustment cells for the Public School Teacher Questionnaire (SASS-4A), by state and school level: 1999–2000—Continued

State	School level	Enrollment size category
California ²	Elementary	Less than 426, 426–525, 526–725, 726–890, 891 or more
	Combined	Less than 201, 201 or more
	Secondary	Less than 601, 601–1,050, 1,051–1,500, 1,501–2,150, 2,151 or more
Georgia ²	Elementary	Less than 711, 711–815, 816 or more
	Combined	Less than 199, 199–650, 651 or more
	Secondary	Less than 1,201, 1,201–1,635, 1,636 or more
Illinois, Indiana, Minnesota, and Ohio ²	Elementary	Less than 441, 441 or more
	Combined	Less than 511, 511 or more
	Secondary	Less than 351, 351–575, 576 or more
Missouri ²	Elementary	Less than 331, 331 or more
	Combined	All one category
	Secondary	Less than 316, 316–425, 426 or more
North Carolina ²	Elementary	Less than 475, 476 or more
	Combined	Less than 426, 426–600, 601 or more
	Secondary	Less than 501, 501–750, 751 or more
Washington ²	Elementary	Less than 351, 251–550, 551 or more
	Combined	All one category
	Secondary	Less than 451, 451 or more

¹ The adjustment cells for these states were state by school level by enrollment size class.

² The adjustment cells for these states were state by school level by enrollment size class by urbanicity.

NOTE: SASS-2A is the Public School Principal Questionnaire form number, SASS-3A is the Public School Questionnaire form number, SASS-4A is the Public School Teacher Questionnaire form number, and LS-1A is the Public School Library Media Center Questionnaire form number. For states not listed in this table, the adjustment cells were state by school level by urbanicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

B. Private School and Principal Weights

Computations were done within cells for three factors used in the development of the private school and principal weights: the noninterview adjustment factor, the first-stage ratio adjustment factor, and the second-stage ratio adjustment factor. Their definitions are provided below.

- The noninterview adjustment factor is an adjustment that accounts for total school nonresponse. It is the weighted (product of basic weight and sampling adjustment factor) ratio of the total eligible in-scope schools to the total responding in-scope schools within cells.
- The first-stage ratio adjustment factor is a factor that adjusts the sample estimates to known frame totals. The adjustment is equal to the ratio of the total number of SASS frame noncertainty schools to the weighted sample estimate of the total number of noncertainty schools within each cell in the frame, except for the area frame. For the area frame, all schools in the noncertainty PSUs were in sample and there were no universe counts for all noncertainty PSUs. These schools had a factor equal to 1.0. Certainty schools were excluded from the numerator and denominator of this factor and also had their factor set equal to 1.0.
- The second-stage ratio adjustment factor is a factor that adjusts sample estimates based on an older sampling frame to current independent control counts. For the 1999–2000 SASS, the list frame for private schools was the current 1999–2000 PSS list frame whereas the area frame was based on an older 1997–1998 PSS area frame sample. The second-stage ratio adjustment factor is the ratio of the weighted 1999–2000 PSS estimates of schools to the weighted 1999–2000 SASS sample estimate of schools within each cell.

The variables, and the variable categories, used in the computations could differ according to the affiliation involved. The variables used in the adjustment cells are listed below. The variable categories are defined in tables F-4 through F-6.

Noninterview adjustment factor cells

List frame schools selected with certainty: affiliation by school level by enrollment size class

List frame schools (non-certainty)—Catholic and All Else affiliations: urbanicity by school level by enrollment size class

List frame schools (non-certainty)—Affiliation other than Catholic or All Else: school level by enrollment size class

Area frame schools: 3-level typology by school level by enrollment size class

First-stage ratio adjustment factor cells

List frame schools, except Catholic and All Else: affiliation by school level

List frame schools—Catholic and All Else: urbanicity by school level

Area frame schools: no first-stage ratio adjustment because area frame schools were all certainty schools

Second-stage ratio adjustment factor cells

List and area frame schools—Catholic affiliation: Catholic categories (categories 1–3 of 9-level typology) by school level by enrollment size class

List and area frame schools—Military and All Else affiliations: Non-Catholic categories (categories 4–9 of 9-level typology) by school level by enrollment size class

List and area frame schools—All other affiliations: within affiliations, enrollment size class by school level

Table F-4. Variable categories used in adjustment cells for the Private School (SASS-3B) and Private School Principal (SASS-2B) Questionnaires: 1999–2000

Variable	Number of categories	Categories
3-level typology	3	Catholic Other religious Nonsectarian
9-level typology	9	Catholic, parochial Catholic, diocesan Catholic, private Other religious, conservative Christian Other religious, affiliated with a denomination Other religious, not affiliated with any denomination Nonsectarian, regular school Nonsectarian, special program Nonsectarian, special education
Affiliation	20	Military Catholic Friends Episcopal Hebrew Day Solomon Schechter Other Jewish Lutheran Church, Missouri Synod Lutheran Church, Wisconsin Synod Evangelical Lutheran Other Lutheran Seventh-Day Adventist Christian Schools International American Association of Christian Schools Association of Christian Schools International National Association of Private Schools for Exceptional Children Montessori National Association of Independent Schools National Independent Private School Association All Else
Enrollment size class—area frame	2 per school level	For elementary schools: less than 30, 30 or more For combined schools: less than 40, 40 or more For secondary schools: less than 35, 35 or more
Enrollment size class—list frame, certainty cases	Varies	For elementary schools: less than 50, 50–124, 125–249, 250 or more For combined schools: less than 100, 100–349, 350 or more For secondary schools: n/a
Enrollment size class—list frame, noncertainty cases	Varies	See table F-5 for enrollment size classes for noninterview adjustment cells and table F-6 for enrollment size categories for second-stage ratio adjustment cells
School level	3	Elementary Combined Secondary

See notes at end of table.

Table F-4. Variable categories used in adjustment cells for the Private School (SASS-3B) and Private School Principal (SASS-2B) Questionnaires: 1999–2000—Continued

Variable	Number of categories	Categories
Urbanicity	3	Large or mid-size central city Urban fringe of large or mid-size city Small town/rural

NOTE: SASS-2B is the Private School Principal Questionnaire form number, and SASS-3B is the Private School Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table F-5. Enrollment size class categories used in noninterview adjustment cells for the Private School (SASS-3B), Principal (SASS-2B), and Library Media Center (LS-1B) Questionnaires and in frame ratio adjustment cells for the Private School Teacher Questionnaire (SASS-4B), by affiliation and school level: 1999–2000

Affiliation	School level	Enrollment size category
Catholic	Elementary	Less than 150, 150–199, 200–249, 250–349, 350–449, 450 or more
	Combined	Less than 150, 150 or more
	Secondary	Less than 350, 350–549, 550–849, 850 or more
All Else	Elementary	Less than 100, 100 or more
	Combined	Less than 50, 50–99, 100–199, 200 or more
	Secondary	Less than 200, 200 or more
Lutheran Church, Wisconsin Synod; National Association of Independent Schools	Elementary	Less than 85, 85 or more
	Combined	Less than 250, 250–449, 450–599, 600–799, 800 or more
	Secondary	Less than 300, 300 or more
Seventh-day Adventist, National Association of Private Schools for Exceptional Children, Montessori	Elementary	Less than 50, 50 or more
	Combined	Less than 85, 85 or more
	Secondary	All one category
Lutheran Church, Missouri Synod; Evangelical Lutheran Church in America; American Association of Christian Schools; Association of Christian Schools International	Elementary	Less than 125, 125–199, 200 or more
	Combined	Less than 100, 100–249, 250–449, 450 or more
	Secondary	All one category
Episcopal, Christian Schools International, National Independent Private School Association	Elementary	Less than 175, 175 or more
	Combined	Less than 100, 100–349, 350–699, 700 or more
	Secondary	All one category
Hebrew Day Schools, Other Jewish	Elementary	Less than 275, 275 or more
	Combined	Less than 350, 350–449, 450 or more
	Secondary	All one category

NOTE: SASS-2B is the Private School Principal Questionnaire form number, SASS-3B is the Private School Questionnaire form number, SASS-4B is the Private School Teacher Questionnaire form number, and LS-1B is the Private School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table F-6. Enrollment size class categories used in second-stage ratio adjustment cells for the Private School (SASS-3B), Principal (SASS-2B), and Library Media Center (LS-1B) Questionnaires, by affiliation and school level: 1999–2000

Affiliation	School level	Enrollment size category
Catholic		Less than 100, 100–149, 150–199, 200–249, 250–299, 300–399, 400–449, 450–499, 500–549, 550–699, 700–849, 850 or more
Military, All Else		Less than 50, 50–99, 100–149, 150–199, 200–299, 300–549, 550 or more
Lutheran Church, Wisconsin Synod; National Association of Independent Schools	Elementary Combined Secondary	Less than 85, 85 or more Less than 250, 250–449, 450–599, 600–799, 800 or more Less than 300, 300 or more
Other Lutheran, Seventh- Day Adventist, National Association of Private Schools for Exceptional Children, Montessori	Elementary Combined Secondary	Less than 50, 50 or more Less than 85, 85 or more All one category
Friends; Lutheran Church, Missouri Synod; Evangelical Lutheran Church in America; American Associations of Christian Schools; Association of Christian Schools International	Elementary Combined Secondary	Less than 125, 125–199, 200 or more Less than 100, 100–249, 250–449, 450 or more All one category
Episcopal, Solomon Schechter, Christian Schools International, National Independent Private School Association	Elementary Combined Secondary	Less than 175, 175 or more Less than 100, 100–349, 350–699, 700 or more All one category
Hebrew Day Schools, Other Jewish	Elementary Combined Secondary	Less than 275, 275 or more Less than 350, 350–449, 450 or more All one category

NOTE: SASS-2B is the Private School Principal Questionnaire form number, SASS-3B is the Private School Questionnaire form number, and LS-1B is the Private School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

C. District Weights

Computations were done within cells for two factors used in the development of the district weights: the noninterview adjustment factor and the first-stage ratio adjustment factor. Their definitions are provided below.

- The noninterview adjustment factor is an adjustment that accounts for total district nonresponse. It is the weighted (product of the basic weight and sampling adjustment factor) ratio of total eligible in-scope districts to the total responding in-scope districts, computed within cells. Separate noninterview adjustment factors were computed for the district for Hawaii, the district for the District of Columbia, and all districts whose student enrollments were much higher than those of other districts in the same state (identified by a large district flag), and these records were excluded from the collapsing process. It was felt the large districts may have skewed the noninterview adjustment factors if they were combined with districts with much lower student enrollments. Hawaii and the District of Columbia each have only one district, so no within state collapsing is possible.
- The frame ratio adjustment factor is a factor that adjusts the sample estimates to known frame totals. It is the ratio of the total number of noncertainty districts in the frame to the weighted sample estimate of the total number of noncertainty districts in the frame, computed within cells. Certainty districts were assigned a factor of 1.0.

The variables, and the variable categories, used in the computations could differ according to the states involved. The variables used in the adjustment cells are listed below. The variable categories are defined in tables F-7 through F-9.

Noninterview adjustment cells and first-stage ratio adjustment cells: state by district enrollment size class by metro status code

Table F-7. Variable categories used in adjustment cells for the School District Questionnaire (SASS-1A): 1999–2000

Variable	Number of categories	Categories
District enrollment size	Varies	See table F-8 for district enrollment size categories used in noninterview adjustment cells and table F-9 for district enrollment size categories used in first-stage ratio adjustment cells.
Metro status code	3	Central city of MSA Outside central city of MSA Outside MSA
State	51	50 states plus the District of Columbia

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table F-8. District enrollment size categories used in noninterview adjustment cells for the School District Questionnaire (SASS-1A), by state: 1999–2000

State	District enrollment size category
Montana, Nebraska, North Dakota, and Vermont	Less than 100, 100–199, 200–324, 325–549, 550–949, 950 or more.
Oklahoma, South Dakota, and Texas	Less than 175, 175–274, 275–399, 400–599, 600–999, 1,000–1,499, 1,500–2,499, 2,500–3,999, 4,000–5,999, 6,000–9,999, 10,000–19,999, 20,000–44,999, 45,000 or more
Arkansas, Iowa, Kansas, Maine	Less than 400, 400–699, 700–999, 1,000–1,899, 1,900 or more
Alaska	Less than 400, 400–899, 900 or more
California	Less than 400, 400–899, 900–1,499, 1,500–2,899, 2,900–4,999, 5,000–6,999, 7,000–8,999, 9,000–12,999, 13,000–16,999, 17,000–24,999, 25,000 or more
Minnesota, Missouri, and New Hampshire	Less than 500, 500–899, 900–1,699, 1,700–5,999, 6,000 or more
Colorado, Idaho, Washington	Less than 500, 500–1,099, 1,100–1,699, 1,700–3,499, 3,500–5,299, 5,300–11,999, 12,000 or more
Illinois, Massachusetts, Michigan, New Jersey, New York, and Ohio	Less than 700, 700–1,199, 1,200–1,799, 1,800–2,449, 2,450–3,999, 4,000–5,999, 6,000 or more
Arizona, New Mexico, Oregon, Wyoming	Less than 700, 700–1,199, 1,200–2,299, 2,300 or more
Wisconsin	Less than 700, 700–1,899, 1,900–7,999, 8,000 or more
Kentucky, Mississippi	Less than 1,700, 1,700–2,499, 2,500–3,899, 3,900–14,999, 15,000–19,999, 20,000 or more
Connecticut, Pennsylvania	Less than 2,000, 2,000–2,999, 3,000–3,799, 3,800–4,499, 4,500–6,499, 6,500 or more
Indiana, Tennessee	Less than 2,100, 2,100–3,899, 3,900 or more
Alabama, Georgia	Less than 2,800, 2,800–3,999, 4,000–24,999, 25,000 or more
North Carolina	Less than 4,000, 4000–7,999, 8,000–24,999, 25,000 or more
Delaware, Florida, Louisiana, Maryland, Nevada, Rhode Island, South Carolina, Utah, Virginia, West Virginia	Less than 3,000, 3,000–5,499, 5,500 or more

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table F-9. District enrollment size categories used in first-stage ratio adjustment cells for the School District Questionnaires (SASS-1A), by state: 1999–2000

State	District enrollment size category
Montana, Nebraska, North Dakota, South Dakota, Vermont	Less than 100, 100–199, 200–299, 300–499, 500–999, 1,000–1,999, 2,000 or more
Kansas, Oklahoma, Texas	Less than 200, 200–299, 300–499, 500–999, 1,000–1,999, 2,000–4,999, 5,000–9,999, 10,000 or more
Alaska, Arizona, Arkansas, California, Colorado, Idaho, Illinois, Iowa, Maine, Michigan, Minnesota, Missouri, New Hampshire, New Mexico, New York, Ohio, Oregon, Washington, Wisconsin	Less than 500, 500–999, 1,000–1,999, 2,000–2,999, 3,000–4,999, 5,000–7,999, 8,000–9,999, 10,000–14,999, 15,000 or more
New Jersey	Less than 900, 900–1,499, 1,500–1,999, 2,000–3,499, 3,500–4,999, 5,000–6,999, 7,000 or more
Connecticut, Indiana, Kentucky, Massachusetts, Mississippi, Tennessee	Less than 1,600, 1,600–2,399, 2,400–3,499, 3,500–4,999, 5,000 or more
Pennsylvania	Less than 2,100, 2,100–2,999, 3,000–3,799, 3,800–4,999, 5,000–6,499, 6,500 or more
Alabama, Florida, Georgia, Louisiana, Maryland, North Carolina, Rhode Island, South Carolina, Utah, Virginia, Wyoming	Less than 2,600, 2,600–3,799, 3,800–5,999, 6,000–7,699, 7,700 or more

NOTE: SASS-1A is the School District Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

D. Public, BIA, and Public Charter School Teacher Weights

Computations were done within cells for four factors used in the development of the public, BIA, and public charter school teacher weights: the school noninterview adjustment factor, the teacher-within-school noninterview adjustment factor, the frame ratio adjustment factor, and the teacher adjustment factor. Their definitions are provided below.

- The school noninterview adjustment factor is an adjustment that accounts for schools that did not have teachers selected because Teacher Listing Forms were not provided by the school. It is the weighted (the product of the school basic weight and the school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells.
- The teacher-within-school noninterview adjustment factor is an adjustment that accounts for sampled teachers that did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells.
- The frame ratio adjustment factor is a factor that adjusts the sample estimates to known frame totals of number of teachers. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of teachers to the weighted (product of all previously defined components) sample estimate of the total number of teachers. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For public schools, the 1997–1998 CCD was used as the frame and the teacher counts were in terms of FTEs. Teachers from certainty schools were assigned a factor of 1.0.
- The teacher adjustment factor is a factor that adjusts for the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher sample files. It is the ratio of the weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher estimates from the teacher file will agree with the corresponding teacher aggregates from the school file (after imputation) since the teacher file counts are being adjusted to agree with the school counts.

The variables, and the variable categories, used in the computations could differ according to the type of school involved. The variables used in the adjustment cells are listed below. The variable categories are defined in table F-10.

School noninterview adjustment factor cells

Public schools (except Native American): state by school level by enrollment size class by urbanicity
Public schools, Native American—elementary: school level by state (10 “states”) by enrollment size class
Public schools, Native American—combined and secondary: school level by state (10 “states”)

BIA schools—elementary: school level by enrollment size class

BIA schools—combined and secondary: state (10 “states”) by school level

Public charter schools: school level by state (14 “states”) by enrollment size class

Teacher-within-school noninterview adjustment factor cells

State by wave (data from waves 2 and 3 were processed together) by subject matter taught by teacher strata by urbanicity (only for new and experienced teachers)

Frame ratio adjustment factor cells

Public schools (except Native American): state by school level by urbanicity by enrollment size class (in some states, enrollment size class was not used, in other states, urbanicity was not used)

Public schools, Native American—elementary: state (10 “states”) by school level and enrollment size class

Public schools, Native American—combined and secondary: state (10 “states”) by school level

BIA schools: no first-stage ratio adjustment because BIA schools were all certainty schools

Public charter schools: no first-stage ratio adjustment because public charter schools were all certainty schools

Teacher adjustment factor cells

Public and public charter schools: state by school level by enrollment size class by teaching status

BIA schools: school level by enrollment size class by teaching status

Table F-10. Variable categories used in adjustment cells for the Public, Indian, and Public Charter School Teacher Questionnaires (SASS-4A, -4C, and -4D): 1999–2000

Variable	Number of categories	Categories
Enrollment size class— public schools (except Native American)	Varies	See table F-2 for categories used in school noninterview adjustment cells and table F-3 for categories used in frame ratio adjustment cells For teacher adjustment cells: For elementary schools: less than 301, 301–480, 481–700, 701 or more For combined schools: less than 151, 151–400, 401–800, 801 or more For secondary schools: less than 401, 401–800, 801–1,400, 1,401 or more
Enrollment size class— Native American public schools	Varies	For elementary schools: less than 450, 450 or more For combined schools: all one category For secondary schools: all one category
Enrollment size class— BIA schools	Varies	For school noninterview adjustment cells: For elementary schools: less than 500, 500 or more For combined schools: all one category For secondary schools: all one category For teacher adjustment cells: For elementary schools: less than 400, 400 or more For combined schools: all one category For secondary schools: all one category
Enrollment size class— public charter schools	2 per school level	For elementary schools: less than 175, 175 or more For combined schools: less than 100, 100 or more For secondary schools: less than 200, 200 or more
School level	3	Elementary Combined Secondary
State	51	50 states plus the District of Columbia
State (10 “states”)	10	Arizona California Minnesota Montana New Mexico North Dakota Oklahoma South Dakota Washington All other states
State (14 “states”)	14	Arizona California Colorado Florida Georgia North Carolina Texas Massachusetts New Jersey Pennsylvania Michigan Minnesota Wisconsin All other states

See notes at end of table.

Table F-10. Variable categories used in adjustment cells for the Public, Indian, and Public Charter School Teacher Questionnaires (SASS-4A, -4C, and -4D): 1999–2000—Continued

Variable	Number of categories	Categories
Subject matter taught	8	Special education General elementary Math Science English/language arts Social studies Vocational/technical Other
Teacher strata	5	New Experienced Taught classes designed for students with limited English proficiency Asian or Pacific Islander American Indian or Alaska Native
Teaching status	2	Full-time Part-time
Urbanicity	3	Large or mid-size central city Urban fringe of large or mid-size city Small town/rural
Wave	4	Wave 1 Wave 2 Wave 3 Wave 4

NOTE: SASS-4A is the Public School Teacher Questionnaire form number, SASS-4C is the Indian School Teacher Questionnaire form number, and SASS-4D is the Public Charter School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

E. Private School Teacher Weights

Computations were done within cells for four factors used in the development of the private school teacher weights: the school noninterview adjustment factor, the teacher-within-school noninterview adjustment factor, the frame ratio adjustment factor, and the teacher adjustment factor. Their definitions are provided below.

- The school noninterview adjustment factor is an adjustment that accounts for schools that did not have teachers selected because Teacher Listing Forms were not provided by the school. It is the weighted (the product of the school basic weight and the school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells.
- The teacher-within-school noninterview adjustment factor is an adjustment that accounts for sampled teachers that did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells.
- The frame ratio adjustment factor is a factor that adjusts the sample estimates to known frame totals of number of teachers. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of teachers to the weighted (product of all previously defined components) sample estimate of the total number of teachers. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For private schools, the 1997–98 PSS was used as the frame and teacher counts were in terms of headcounts. Teachers from certainty schools were assigned a factor of 1.0.
- The teacher adjustment factor is a factor that adjusts for the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher sample files. It is the ratio of the weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher estimates from the teacher file will agree with the corresponding teacher aggregates from the school file (after imputation) since the teacher file counts are being adjusted to agree with the school counts.

The variables, and the variable categories, used in the computations could differ according to the affiliation involved. The variables used in the adjustment cells are listed below. The variable categories are defined in table F-11.

School noninterview adjustment factor cells

List frame schools selected with certainty: affiliation by school level by enrollment size class

List frame schools (non-certainty)—Catholic and All Else affiliations: urbanicity by school level by enrollment size class

List frame schools (non-certainty)—Affiliation other than Catholic or All Else: school level by enrollment size class

Area frame schools: 3-level typology by school level by number of teachers

Teacher-within-school noninterview adjustment factor cells

List frame schools—Catholic and All Else affiliations: affiliation by subject matter taught by experience level by urbanicity

List frame schools—All other affiliations: affiliation by subject matter taught by experience level

Area frame schools: 3-level typology by subject matter taught by experience level

Frame ratio adjustment factor cells

List frame schools (except Catholic and All Else affiliations): affiliation by school level

List frame schools—Catholic and All Else affiliations: urbanicity by school level

Area frame schools: no first-stage ratio adjustment because area frame schools were all certainty schools

Teacher adjustment factor cells

List and area frame teachers (combined for this adjustment): affiliation by school level by teaching status

Table F-11. Variable categories used in adjustment cells for the Private School Teacher Questionnaire (SASS-4B): 1999–2000

Variable	Number of categories	Categories
3-level typology	3	Catholic Other religious Nonsectarian
9-level typology	9	Catholic, parochial Catholic, diocesan Catholic, private Other religious, conservative Christian Other religious, affiliated with a denomination Other religious, not affiliated with any denomination Nonsectarian, regular school Nonsectarian, special program Nonsectarian, special education
Affiliation	20	Military Catholic Friends Episcopal Hebrew Day Solomon Schechter Other Jewish Lutheran Church, Missouri Synod Lutheran Church, Wisconsin Synod Evangelical Lutheran Other Lutheran Seventh-Day Adventist Christian Schools International American Association of Christian Schools Association of Christian Schools International National Association of Private Schools for Exceptional Children Montessori National Association of Independent Schools National Independent Private School Association All Else
Enrollment size class— area frame	2 per school level	For elementary schools: less than 30, 30 or more For combined schools: less than 40, 40 or more For secondary schools: less than 35, 35 or more
Enrollment size class—list frame, certainty cases	Varies	For elementary schools: less than 50, 50–124, 125–249, 250 or more For combined schools: less than 100, 100–349, 350 or more For secondary schools: n/a
Enrollment size class—list frame, noncertainty cases	Varies	See table F-5 for enrollment size classes for noninterview adjustment cells and table F-6 for enrollment size classes for second-stage ratio adjustment cells
Experience level	2	New Experienced

See notes at end of table.

Table F-11. Variable categories used in adjustment cells for the Private School Teacher Questionnaire (SASS-4B): 1999–2000—Continued

Variable	Number of categories	Categories
School level	3	Elementary Combined Secondary
Number of teachers	2 per level	For elementary schools: less than 30, 30 or more For combined schools: less than 40, 40 or more For secondary schools: less than 35, 35 or more
Subject matter taught	8	Special education General elementary Math Science English/language arts Social studies Vocational/technical Other
Teaching status	2	Full-time Part-time
Urbanicity	3	Large or mid-size central city Urban fringe of large or mid-size city Small town/rural

NOTE: SASS-4B is the Private School Teacher Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

F. Public and BIA School Library Media Center Weights

Computations were done within cells for three factors used in the development of the public and BIA school library media center weights: the Type A noninterview adjustment factor, the Type B noninterview adjustment factor, and the first-stage ratio adjustment factor. Their definitions are provided below.

- The type A noninterview adjustment factor is an adjustment that accounts for schools that were general refusals or could not be contacted and the library status was not known. Because it was not clear if the school had a library or not, this factor adjusts all schools (with and without libraries) together. It is the weighted (product of the basic weight and the subsampling factor and the sampling adjustment factor) ratio of the total in-scope interviewed libraries plus the total in-scope noninterviewed libraries to the total in-scope interviewed libraries.
- The type B noninterview adjustment factor is an adjustment that accounts for library nonrespondents. Given that schools with libraries were able to be distinguished from schools without libraries, this adjustment is made separately for SASS sample schools with and without libraries.
 - Schools with libraries: This adjustment is the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor and the type A noninterview adjustment factor) ratio of the interviewed libraries plus the noninterviewed libraries to the interviewed libraries.
 - Schools without libraries: This adjustment is the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor and the type A noninterview adjustment factor) ratio of the interviewed schools without libraries plus the noninterviewed schools without libraries to the interviewed schools without libraries.
- The first-stage ratio adjustment factor is a factor that adjusts the sample estimates to known frame totals. The adjustment is equal to the ratio of the total number of noncertainty schools in the 1999–2000 SASS school frame that were eligible for the library survey to the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor) library sample estimate of the total number of noncertainty schools within each cell. Certainty schools were excluded from the computation, and they were assigned an adjustment factor of 1.0.

The variables, and the variable categories, used in the computations could differ according to the type of school involved. The variables used in the adjustment cells are listed below. The variable categories are defined in table F-12.

Type A and Type B noninterview adjustment factor cells

Public schools (except certainty and Native American): state by school level by enrollment size class by urbanicity

Public schools, certainty: state or region (depending on the number of certainty schools contained in the region) by school level

Public schools, Native American—elementary: state (10 “states”) by school level by enrollment size class

Public schools, Native American—secondary and combined: state (10 “states”) by school level

BIA schools—elementary: school level by enrollment size class

BIA schools—secondary and combined: school level

First-stage ratio adjustment factor cells

Public (except Native American) schools: state by school level by urbanicity

Public schools, Native American: state (10 “states”) by school level by enrollment size class (elementary schools only)

Table F-12. Variable categories used in adjustment cells for the Public and Indian School Library Media Center Questionnaires (LS-1A, LS-1C): 1999–2000

Variable	Number of categories	Categories
Enrollment size class—public schools (except Native American)	Varies	See table F-2 for categories used in noninterview adjustment cells and table F-3 for categories used in first-stage ratio adjustment cells.
Enrollment size class—Native American public schools	Varies	For elementary schools: less than 450, 450 or more For combined schools: all one category For secondary schools: all one category
Enrollment size class—BIA schools	Varies	For elementary schools: less than 500, 500 or more For combined schools: all one category For secondary schools: all one category
School level	3	Elementary Combined Secondary
State	51	50 states plus the District of Columbia
State (10 “states”)	10	Arizona California Minnesota Montana New Mexico North Dakota Oklahoma South Dakota Washington All other states
Urbanicity	3	Large or mid-size central city Urban fringe of large or mid-size city Small town/rural

NOTE: LS-1A is the Public School Library Media Center Questionnaire form number, and LS-1C is the Indian School Library Media Center Questionnaire form number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

G. Private School Library Media Center Weights

Computations were done within cells for four factors used in the development of the private school library media center weights: the Type A noninterview adjustment factor, the Type B noninterview adjustment factor, the first-stage ratio adjustment factor, and the second-stage ratio adjustment factor. Their definitions are provided below.

- The type A noninterview adjustment factor is an adjustment that accounts for schools that were general refusals or could not be contacted and the library status was not known. Because it was not clear if the school had a library or not, this factor adjusts all schools (with and without libraries) together. It is the weighted (product of the basic weight and the subsampling factor and the sampling adjustment factor) ratio of the total in-scope interviewed libraries plus the total in-scope noninterviewed libraries to the total in-scope interviewed libraries.
- The type B noninterview adjustment factor is an adjustment that accounts for library nonrespondents. Given that schools with libraries were able to be distinguished from schools without libraries, this adjustment is made separately for SASS sample schools with and without libraries.
 - Schools with libraries: This adjustment is the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor and the type A noninterview adjustment factor) ratio of the interviewed libraries plus the noninterviewed libraries to the interviewed libraries.
 - Schools without libraries: This adjustment is the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor and the type A noninterview adjustment factor) ratio of the interviewed schools without libraries plus the noninterviewed schools without libraries to the interviewed schools without libraries.
- The first-stage ratio adjustment factor is a factor that adjusts the sample estimates to known frame totals. The adjustment is equal to the ratio of the total number of noncertainty schools in the 1999–2000 SASS school frame that were eligible for the library survey to the weighted (product of the basic weight and the library subsampling factor and the sampling adjustment factor) library sample estimate of the total number of noncertainty schools within each cell. Certainty schools were excluded from the computation, and they were assigned an adjustment factor of 1.0.

The variables, and the variable categories, used in the computations could differ according to the affiliation involved. The variables used in the adjustment cells are listed below. The variable categories are defined in table F-12.

Type A and Type B noninterview adjustment cells

List frame (except Catholic and All Else affiliations) noncertainty libraries: affiliation by school level by enrollment size class

List frame noncertainty libraries—Catholic and All Else affiliations: affiliation by school level by enrollment size class by urbanicity

List frame certainty libraries: 15 affiliations that contained certainty libraries by school level by enrollment size class

Area frame libraries: 3-level typology by school level by enrollment size class

First-stage ratio adjustment cells

List frame libraries (except Catholic and All Else affiliations): affiliation by school level

List frame libraries—Catholic and All Else affiliations: affiliation by school level by urbanicity

Second-stage ratio adjustment cells

Private school libraries from both the list and area frames: affiliation by school level by enrollment size class

Table F-13. Variable categories used in adjustment cells for the Private School Library Media Center Questionnaire (LS-1B): 1999–2000

Variable	Number of categories	Categories
3-level typology	3	Catholic Other religious Nonsectarian
Affiliation	20	Military Catholic Friends Episcopal Hebrew Day Solomon Schechter Other Jewish Lutheran Church, Missouri Synod Lutheran Church, Wisconsin Synod Evangelical Lutheran Other Lutheran Seventh-Day Adventist Christian Schools International American Association of Christian Schools Association of Christian Schools International National Association of Private Schools for Exceptional Children Montessori National Association of Independent Schools National Independent Private School Association All Else
Enrollment size class—area frame	2 per school level	For elementary schools: less than 30, 30 or more For combined schools: less than 40, 40 or more For secondary schools: less than 35, 35 or more
Enrollment size class—list frame, certainty cases	Varies	For elementary schools: less than 50, 50–124, 125–249, 250 or more For combined schools: less than 100, 100–349, 350 or more For secondary schools: n/a
Enrollment size class—list frame, noncertainty cases	Varies	See table F-5 for enrollment size classes for noninterview adjustment cells and table F-6 for enrollment size categories for second-stage ratio adjustment cells
School level	3	Elementary Combined Secondary
Urbanicity	3	Large or mid-size central city Urban fringe of large or mid-size city Small town/rural

NOTE: LS-1B is the Private School Library Media Center Questionnaire form number.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Appendix G. Design Effect Tables

These detailed tables are provided in support of the “F.3, Approximate Sampling Errors” section of chapter IX, Weighting and Variance Estimation. The variables used in calculating design effects are listed first. The design effect tables are then arranged by respondent (i.e., district, principal, school, teacher, library media center) within sector (public, private, BIA, and public charter), as shown below:

A.	Variables Used in Calculating Design Effects	G-5
B.	Public School Surveys.....	G-9
C.	Private School Surveys	G-29
D.	BIA School Surveys.....	G-44
E.	Public Charter School Surveys.....	G-58

List of Tables

Table G-1a.	Design effects and standard errors for selected Public School District Questionnaire student totals (D0463, D0458, D0459, D0460, D0461, D0462), by region: 1999–2000.....	G-9
Table G-1b.	Design effects and standard errors for selected Public School District Questionnaire student averages (D0463, D0458, D0459, D0460, D0461, D0462), by region: 1999–2000.....	G-10
Table G-1c.	Design effects and standard errors for selected Public School District Questionnaire teacher totals (D0476, D0471, D0472, D0473, D0474, D0475), by region: 1999–2000.....	G-11
Table G-1d.	Design effects and standard errors for selected Public School District Questionnaire teacher averages (D0476, D0471, D0472, D0473, D0474, D0475), by region: 1999–2000.....	G-12
Table G-1e.	Design effects and standard errors for selected Public School District Questionnaire district proportions (D0538, D0542, D0543, D0566, D0591, D0595), by region: 1999–2000.....	G-13
Table G-2a.	Design effects and standard errors for selected Public School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000	G-14
Table G-2b.	Design effects and standard errors for selected Public School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000	G-16
Table G-2c.	Design effects and standard errors for selected Public School Principal Questionnaire proportions (A0065, A0180, A0207, A0221), by region: 1999–2000	G-17
Table G-3a.	Design effects and standard errors for selected Public School Questionnaire student totals (ENRK12UG, S0096–S0100), by region: 1999–2000	G-18
Table G-3b.	Design effects and standard errors for selected Public School Questionnaire student averages (ENRK12UG, S0096–S0100), by region: 1999–2000.....	G-19
Table G-3c.	Design effects and standard errors for selected Public School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-20
Table G-3d.	Design effects and standard errors for selected Public School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-21
Table G-3e.	Design effects and standard errors for selected Public School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000.....	G-22
Table G-4a.	Design effects and standard errors for selected Public School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000.....	G-23

Table G-4b.	Design effects and standard errors for selected Public School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000.....	G-24
Table G-4c.	Design effects and standard errors for selected Public School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000.....	G-25
Table G-5a.	Design effects and standard errors for selected Public School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000	G-26
Table G-5b.	Design effects and standard errors for selected Public School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000	G-27
Table G-5c.	Design effects and standard errors for selected Public School Library Media Center Questionnaire proportions (M0070, M0076, M0082, M0054, M0057, M0060), by region: 1999–2000	G-28
Table G-6a.	Design effects and standard errors for selected Private School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000.....	G-29
Table G-6b.	Design effects and standard errors for selected Private School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000.....	G-31
Table G-6c.	Design effects and standard errors for selected Private School Principal Questionnaire proportions (A0065, A0180, A0058, A0059), by region: 1999–2000.....	G-32
Table G-7a.	Design effects and standard errors for selected Private School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000.....	G-33
Table G-7b.	Design effects and standard errors for selected Private School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000	G-34
Table G-7c.	Design effects and standard errors for selected Private School Questionnaire teacher totals, by region: 1999–2000.....	G-35
Table G-7d.	Design effects and standard errors for selected Private School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-36
Table G-7e.	Design effects and standard errors for selected Private School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000.....	G-37
Table G-8a.	Design effects and standard errors for selected Private School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000.....	G-38
Table G-8b.	Design effects and standard errors for selected Private School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000.....	G-39
Table G-8c.	Design effects and standard errors for selected Private School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000.....	G-40
Table G-9a.	Design effects and standard errors for selected Private School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000	G-41
Table G-9b.	Design effects and standard errors for selected Private School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000	G-42
Table G-9c.	Design effects and standard errors for selected Private School Library Media Center Questionnaire proportions (M0070, M076, M0082, M0054, M0057, M0060), by region: 1999–2000	G-43
Table G-10a.	Design effects and standard errors for selected Indian School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000	G-40

Table G-10b.	Design effects and standard errors for selected Indian School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000	G-44
Table G-10c.	Design effects and standard errors for selected Indian School Principal Questionnaire proportions (A0065, A0180, A0058, A0059), by region: 1999–2000.....	G-46
Table G-11a.	Design effects and standard errors for selected Indian School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000.....	G-47
Table G-11b.	Design effects and standard errors for selected Indian School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000	G-48
Table G-11c.	Design effects and standard errors for selected Indian School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-49
Table G-11d.	Design effects and standard errors for selected Indian School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-50
Table G-11e.	Design effects and standard errors for selected Indian School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000.....	G-51
Table G-12a.	Design effects and standard errors for selected Indian School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000.....	G-52
Table G-12b.	Design effects and standard errors for selected Indian School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000.....	G-53
Table G-12c.	Design effects and standard errors for selected Indian School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000.....	G-54
Table G-13a.	Design effects and standard errors for selected Indian School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000	G-55
Table G-13b.	Design effects and standard errors for selected Indian School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000	G-56
Table G-13c.	Design effects and standard errors for selected Indian School Library Media Center Questionnaire proportions (M0070, M0076, M0082, M0054, M0057, M0060), by region: 1999–2000	G-57
Table G-14a.	Design effects and standard errors for selected Public Charter School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000.....	G-58
Table G-14b.	Design effects and standard errors for selected Public Charter School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000.....	G-60
Table G-14c.	Design effects and standard errors for selected Public Charter School Principal Questionnaire proportions (A0065, A0180, A0207, A0221, A0058, A0059), by region: 1999–2000	G-61
Table G-15a.	Design effects and standard errors for selected Public Charter School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000.....	G-62
Table G-15b.	Design effects and standard errors for selected Public Charter School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000.....	G-63
Table G-15c.	Design effects and standard errors for selected Public Charter School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000.....	G-64

Table G-15d.	Design effects and standard errors for selected Public Charter School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000	G-65
Table G-15e.	Design effects and standard errors for selected Public Charter School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000	G -66
Table G-16a.	Design effects and standard errors for selected Public Charter School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000.....	G-67
Table G-16b.	Design effects and standard errors for selected Public Charter School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000.....	G-68
Table G-16c.	Design effects and standard errors for selected Public Charter School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000.....	G-69

A. Variables Used in Calculating Design Effects**District Survey (SASS-1A)****Variables used for calculating design effects for totals and averages****Student variables**

Name	Label
D0458	Hispanic students
D0459	White students
D0460	Black students
D0461	American Indian students
D0462	Asian/Pacific Islander students
D0463	Enrollment

Teacher variables

Name	Label
D0471	Hispanic teachers
D0472	White teachers
D0473	Black teachers
D0474	American Indian teachers
D0475	Asian/Pacific Islander teachers
D0476	Number of teachers

Variables used for calculating design effects for proportions

Name	Label
D0538	Distribute reports to schools
D0542	District rewards for student achievement
D0543	District sanctions for poor student achievement
D0566	Monitors progress of homeschoolers
D0591	Provides ADM PROF DEV-technology
D0595	Provides ADM PROF DEV-college

Principal Surveys (SASS-2A, -2B, -2C, and -2D)**Variables used for calculating design effects for totals**

Name	Label
A0225	Associate degree
A0225	Bachelor's degree
A0225	Master's degree
A0225	Education specialist or prof diploma
A0225	Doctorate
A0225	No degree
RACETH_P	American Indian
RACETH_P	Asian/Pacific Islander
RACETH_P	Black
RACETH_P	White

RACETH_P	Hispanic
A0227	Male
A0227	Female

Variables used for calculating design effects for averages

Name	Label
A0054	Years principal other schools
A0055	Years teaching before principal
A0056	Years teaching since principal
AGE_P	Principal age
TCHEXPER	Total teaching experience

Variables used for calculating Design Effects for Proportions

Name	Label
A0058	Department head
A0059	Curriculum specialist/coordinator
A0065	Program for aspiring principals
A0180	Participated in university courses
A0207	State/dist has school performance goals
A0221	School improvement plan

School Surveys (SASS-3A, -3B, -3C, and -3D)**Variables used for calculating design effects for totals and averages****Student variables**

Name	Label
ENRK12UG	Enrollment
S0096	Hispanic students
S0097	White students
S0098	Black students
S0099	American Indian students
S0100	Asian/Pacific Islander students

Teacher variables

Name	Label
NUMTCH	Number of teachers
S0249	Hispanic teachers
S0250	White teachers
S0251	Black teachers
S0252	American Indian teachers
S0253	Asian/Pacific Islander teachers
S0255	Absent teachers

Variables used for calculating design effects for proportions

Name	Label
S0126	Program-talented/gifted
S0147	Before/After school enrichment
S0282	Any eligible for lunch program
S0330	ESL/Bilingual instruction

Teacher Surveys (SASS-4A, -4B, -4C, and -4D)**Variables used for calculating design effects for totals**

Name	Label
T0350	Received bonus
RACETH_T	American Indian teachers
RACETH_T	Asian/Pacific Islander teachers
RACETH_T	Black teachers
RACETH_T	White teachers
RACETH_T	Hispanic teachers
T0356	Male
T0356	Female

Variables used for calculating design effects for averages

Name	Label
T0065	Years teaching full time
T0066	Years teaching part time
T0208	Number of students
T0209	Hours teaching English
T0210	Hours teaching math
T0211	Hours teaching social studies
T0212	Hours teaching science
T0213	Outside hours-other school activities

Variables used for calculating design effects for proportions

Name	Label
T0137	1st year-reduced schedule
T0138	1st year-reduced preparations
T0139	1st year-common planning
T0140	1st year-seminars
T0141	1st year-extra help
T0142	1st year-supportive communication

Library Media Center Surveys (LS-1A, -1B, and -1C)**Variables used for calculating design effects for totals**

Name	Label
M0089	Staff with PhD
M0090	Staff with education specialist or prof diploma

M0091	Staff with LM masters
M0092	Staff with other masters
M0093	Staff with masters +
M0094	Staff with bachelors
M0095	Staff with associate degree

Variables used for calculating design effects for averages

Name	Label
M0053	Seating capacity
M0149	Number of books
M0152	Number of video materials
M0155	Number of CD-ROM titles
M0164	Total expenditures for library materials
M0195	Items checked out per week

Variables used for calculating design effects for proportions

Name	Label
M0054	Individual areas located in library
M0057	Work areas located in library
M0060	Computer areas located in library
M0070	Has clerks or aides
M0076	Has professional staff, not cert LMS
M0082	Has certified media specialists

B. Public School Surveys**Table G-1a. Design effects and standard errors for selected Public School District Questionnaire student totals (D0463, D0458, D0459, D0460, D0461, D0462), by region: 1999–2000**

Region	Total number of students...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Enrollment	8,207,763.71	1,809,465.61	222,459.35	0.02	0.12
	Hispanic	1,072,228.44	669,090.34	42,897.34	0.00	0.06
	White	5,600,885.14	322,933.55	165,490.81	0.26	0.51
	Black	1,157,139.76	673,110.85	41,294.50	0.00	0.06
	American Indian	25,430.01	6,763.74	2,506.33	0.14	0.37
	Asian/Pacific Islander	352,080.35	192,360.97	14,041.14	0.01	0.07
	Average DEFF				0.07	
Midwest						
	Enrollment	10,332,530.50	873,394.81	222,814.83	0.07	0.26
	Hispanic	572,668.20	241,491.66	38,124.26	0.02	0.16
	White	8,038,542.21	297,765.64	170,659.06	0.33	0.57
	Black	1,405,876.63	491,232.49	49,306.45	0.01	0.10
	American Indian	101,076.76	11,803.58	4,029.79	0.12	0.34
	Asian/Pacific Islander	214,366.70	38,568.96	10,793.80	0.08	0.28
	Average DEFF				0.10	
South						
	Enrollment	16,242,506.40	927,305.35	137,337.29	0.02	0.15
	Hispanic	2,200,450.74	320,494.52	46,722.14	0.02	0.15
	White	9,210,671.81	431,119.37	102,827.05	0.06	0.24
	Black	4,384,291.85	382,826.31	36,581.53	0.01	0.10
	American Indian	164,526.34	16,988.64	8,782.78	0.27	0.52
	Asian/Pacific Islander	282,565.66	31,940.29	3,613.67	0.01	0.11
	Average DEFF				0.06	
West						
	Enrollment	10,935,331.32	1,152,140.62	151,998.45	0.02	0.13
	Hispanic	3,396,940.81	694,776.64	74,997.07	0.01	0.11
	White	5,676,684.59	369,476.72	104,245.78	0.08	0.28
	Black	691,497.95	147,162.54	14,732.01	0.01	0.10
	American Indian	255,972.98	25,956.71	7,937.96	0.09	0.31
	Asian/Pacific Islander	914,234.99	204,215.08	29,573.93	0.02	0.14
	Average DEFF				0.04	

¹ Standard error calculated under assumption of simple random sampling.² Standard error calculated taking into account the sample design.³ DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.⁴ DEFT is the square root of the DEFF.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000.

Table G-1b. Design effects and standard errors for selected Public School District Questionnaire student averages (D0463, D0458, D0459, D0460, D0461, D0462), by region: 1999–2000

Region	Selected student characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Enrollment	2,664.93	587.51	78.34	0.02	0.13
	Hispanic	348.14	217.24	14.36	0.00	0.07
	White	1,818.52	104.85	57.96	0.31	0.55
	Black	375.71	218.55	14.10	0.00	0.06
	American Indian	8.26	2.20	0.82	0.14	0.37
	Asian/Pacific Islander	114.32	62.46	4.61	0.01	0.07
	Average DEFF				0.08	
Midwest	Enrollment	1,894.64	160.15	41.45	0.07	0.26
	Hispanic	105.01	44.28	6.81	0.02	0.15
	White	1,474.00	54.60	31.81	0.34	0.58
	Black	257.79	90.08	9.29	0.01	0.10
	American Indian	18.53	2.16	0.78	0.13	0.36
	Asian/Pacific Islander	39.31	7.07	2.02	0.08	0.29
	Average DEFF				0.11	
South	Enrollment	4,957.07	283.01	50.44	0.03	0.18
	Hispanic	671.56	97.81	14.76	0.02	0.15
	White	2,811.02	131.57	36.71	0.08	0.28
	Black	1,338.05	116.84	12.08	0.01	0.10
	American Indian	50.21	5.18	2.58	0.25	0.50
	Asian/Pacific Islander	86.24	9.75	1.16	0.01	0.12
	Average DEFF				0.07	
West	Enrollment	4,058.18	427.57	51.31	0.01	0.12
	Hispanic	1,260.63	257.84	28.32	0.01	0.11
	White	2,106.66	137.12	32.15	0.05	0.23
	Black	256.62	54.61	5.31	0.01	0.10
	American Indian	94.99	9.63	2.89	0.09	0.30
	Asian/Pacific Islander	339.28	75.79	11.80	0.02	0.16
	Average DEFF				0.03	

¹ Standard error calculated under assumption of simple random sampling.

² Standard error calculated taking into account the sample design.

³ DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

⁴ DEFT is the square root of the DEFF.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000.

Table G-1c. Design effects and standard errors for selected Public School District Questionnaire teacher totals (D0476, D0471, D0472, D0473, D0474, D0475), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Number of teachers	592,764.01	121,665.25	16,810.00	0.02	0.14
	Hispanic	24,117.33	16,012.95	1,561.98	0.01	0.10
	White	560,486.64	78,025.62	16,557.87	0.05	0.21
	Black	35,861.80	24,993.52	1,390.06	0.00	0.06
	American Indian	1,569.55	789.08	931.92	1.39	1.18
	Asian/Pacific Islander	5,084.24	3,620.49	203.11	0.00	0.06
	Average DEFF				0.25	
Midwest						
	Number of teachers	679,346.93	47,866.30	14,665.85	0.09	0.31
	Hispanic	25,091.91	4,190.49	2,924.30	0.49	0.70
	White	659,159.54	39,278.41	14,473.46	0.14	0.37
	Black	33,417.37	11,989.23	1,474.57	0.02	0.12
	American Indian	1,941.56	530.73	147.49	0.08	0.28
	Asian/Pacific Islander	2,565.90	508.58	98.07	0.04	0.19
	Average DEFF				0.14	
South						
	Number of teachers	1,101,048.55	59,436.76	9,623.45	0.03	0.16
	Hispanic	67,966.89	11,081.95	3,042.74	0.08	0.27
	White	902,703.31	44,121.61	8,689.12	0.04	0.20
	Black	157,036.87	16,139.71	1,596.83	0.01	0.10
	American Indian	5,886.23	764.97	430.63	0.32	0.56
	Asian/Pacific Islander	5,344.17	1,051.00	399.97	0.14	0.38
	Average DEFF				0.10	
West						
	Number of teachers	571,743.12	59,242.44	7,341.90	0.02	0.12
	Hispanic	59,036.03	13,011.88	1,703.39	0.02	0.13
	White	492,087.66	38,907.28	6,640.61	0.03	0.17
	Black	21,248.27	8,366.23	542.73	0.00	0.06
	American Indian	5,834.71	739.85	334.74	0.20	0.45
	Asian/Pacific Islander	27,433.40	11,541.33	628.83	0.00	0.05
	Average DEFF				0.05	

¹ Standard error calculated under assumption of simple random sampling.

² Standard error calculated taking into account the sample design.

³ DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

⁴ DEFT is the square root of the DEFF.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000.

Table G-1d. Design effects and standard errors for selected Public School District Questionnaire teacher averages (D0476, D0471, D0472, D0473, D0474, D0475), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Number of teachers	192.46	39.50	5.88	0.02	0.15
	Hispanic	7.83	5.20	0.50	0.01	0.10
	White	181.98	25.33	5.78	0.05	0.23
	Black	11.64	8.12	0.46	0.00	0.06
	American Indian	0.51	0.26	0.30	1.41	1.19
	Asian/Pacific Islander	1.65	1.18	0.07	0.00	0.06
	Average DEFF				0.25	
Midwest	Number of teachers	124.57	8.78	2.72	0.10	0.31
	Hispanic	4.60	0.77	0.54	0.49	0.70
	White	120.87	7.20	2.66	0.14	0.37
	Black	6.13	2.20	0.28	0.02	0.13
	American Indian	0.36	0.10	0.03	0.08	0.27
	Asian/Pacific Islander	0.47	0.09	0.02	0.04	0.20
	Average DEFF				0.14	
South	Number of teachers	336.03	18.14	3.47	0.04	0.19
	Hispanic	20.74	3.38	0.93	0.08	0.28
	White	275.50	13.47	3.12	0.05	0.23
	Black	47.93	4.93	0.54	0.01	0.11
	American Indian	1.80	0.23	0.13	0.30	0.54
	Asian/Pacific Islander	1.63	0.32	0.12	0.14	0.38
	Average DEFF				0.10	
West	Number of teachers	212.18	21.99	2.52	0.01	0.11
	Hispanic	21.91	4.83	0.64	0.02	0.13
	White	182.62	14.44	2.19	0.02	0.15
	Black	7.89	3.10	0.21	0.00	0.07
	American Indian	2.17	0.27	0.12	0.19	0.43
	Asian/Pacific Islander	10.18	4.28	0.26	0.00	0.06
	Average DEFF				0.04	

¹ Standard error calculated under assumption of simple random sampling.

² Standard error calculated taking into account the sample design.

³ DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

⁴ DEFT is the square root of the DEFF.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000.

Table G-1e. Design effects and standard errors for selected Public School District Questionnaire district proportions (D0538, D0542, D0543, D0566, D0591, D0595), by region: 1999–2000

Region	Selected district characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Distribute reports to schools	0.90	0.01	0.02	3.43	1.85
	District rewards for student achievement	0.13	0.01	0.01	1.12	1.06
	District sanctions poor student achievements	0.09	0.01	0.01	1.65	1.28
	Monitors progress of homeschoolers	0.65	0.01	0.01	1.05	1.02
	Provides ADM PROF DEV-technology	0.75	0.01	0.02	3.40	1.84
	Provides ADM PROF DEV-college	0.78	0.01	0.01	1.02	1.01
	Average DEFF				1.94	
Midwest	Distribute reports to schools	0.88	0.01	0.01	2.21	1.49
	District rewards for student achievement	0.18	0.01	0.01	2.41	1.55
	District sanctions poor student achievements	0.09	0.01	0.01	3.85	1.96
	Monitors progress of homeschoolers	0.23	0.01	0.01	0.88	0.94
	Provides ADM PROF DEV-technology	0.61	0.01	0.02	2.06	1.43
	Provides ADM PROF DEV-college	0.40	0.01	0.02	1.98	1.41
	Average DEFF				2.23	
South	Distribute reports to schools	0.96	0.00	0.01	6.08	2.47
	District rewards for student achievement	0.32	0.01	0.02	2.67	1.63
	District sanctions poor student achievements	0.20	0.01	0.01	2.43	1.56
	Monitors progress of homeschoolers	0.24	0.01	0.01	1.11	1.06
	Provides ADM PROF DEV-technology	0.69	0.01	0.02	4.27	2.07
	Provides ADM PROF DEV-college	0.23	0.01	0.01	1.48	1.22
	Average DEFF				3.01	
West	Distribute reports to schools	0.85	0.01	0.03	8.30	2.88
	District rewards for student achievement	0.18	0.01	0.02	5.21	2.28
	District sanctions poor student achievements	0.11	0.01	0.03	10.06	3.17
	Monitors progress of homeschoolers	0.25	0.01	0.01	1.89	1.38
	Provides ADM PROF DEV-technology	0.58	0.01	0.02	3.92	1.98
	Provides ADM PROF DEV-college	0.27	0.01	0.01	0.96	0.98
	Average DEFF				5.06	

¹ Standard error calculated under assumption of simple random sampling.

² Standard error calculated taking into account the sample design.

³ DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

⁴ DEFT is the square root of the DEFF.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000.

Table G-2a. Design effects and standard errors for selected Public School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000

Region	Total number of principals...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	With associate degree	0	†	†	†	†
	With bachelor's degree	91.69	29.61	37.05	1.57	1.25
	With master's degree	5,472.83	178.64	235.88	1.74	1.32
	With education specialist or prof diploma	6,456.95	182.33	209.72	1.32	1.15
	With doctorate	1,863.43	124.61	166.39	1.78	1.34
	With no degree	0	†	†	†	†
	American Indian	28.58	16.57	12.33	0.55	0.74
	Asian/Pacific Islander	9.11	9.36	6.14	0.43	0.66
	Black	1,088.61	98.26	138.57	1.99	1.41
	White	12,437.59	111.70	164.72	2.17	1.47
	Hispanic	321.01	54.94	57.83	1.11	1.05
	Male	8,180.18	179.85	232.17	1.67	1.29
	Female	5,704.73	179.85	218.53	1.48	1.22
	Average DEFF				1.44	
Midwest						
	With associate degree	0	†	†	†	†
	With bachelor's degree	404.41	65.34	65.99	1.02	1.01
	With master's degree	12,607.93	250.45	351.11	1.97	1.40
	With education specialist or prof diploma	8,372.74	240.57	295.44	1.51	1.23
	With doctorate	2,098.69	143.28	211.87	2.19	1.48
	With no degree	0	†	†	†	†
	American Indian	149.49	39.95	29.48	0.54	0.74
	Asian/Pacific Islander	11.97	11.34	9.28	0.67	0.82
	Black	1,752.56	131.99	146.93	1.24	1.11
	White	21,089.98	151.97	286.46	3.55	1.89
	Hispanic	479.78	71.05	105.39	2.20	1.48
	Male	14,168.97	245.71	328.06	1.78	1.34
	Female	9,314.81	245.71	333.99	1.85	1.36
	Average DEFF				1.68	
South						
	With associate degree	0	†	†	†	†
	With bachelor's degree	219.97	41.91	85.84	4.20	2.05
	With master's degree	15,180.03	233.59	269.08	1.33	1.15
	With education specialist or prof diploma	9,366.38	222.82	234.29	1.11	1.05
	With doctorate	2,661.49	139.08	159.03	1.31	1.14
	With no degree	0	†	†	†	†
	American Indian	306.68	49.41	51.98	1.11	1.05
	Asian/Pacific Islander	40.24	17.99	19.94	1.23	1.11
	Black	5,071.37	182.41	215.44	1.39	1.18
	White	20,605.90	203.11	303.46	2.23	1.49
	Hispanic	1,403.68	103.54	165.54	2.56	1.60
	Male	14,914.57	234.03	311.09	1.77	1.33
	Female	12,513.30	234.03	293.42	1.57	1.25
	Average DEFF				1.80	

See notes at end of table.

Table G-2a. Design effects and standard errors for selected Public School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000—Continued

Region	Total number of principals...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
West						
	With associate degree	1.60	3.40	0.60	0.03	0.18
	With bachelor's degree	630.02	66.33	149.63	5.09	2.26
	With master's degree	11,734.24	171.98	308.24	3.21	1.79
	With education specialist or prof diploma	3,912.26	148.87	244.05	2.69	1.64
	With doctorate	1,727.49	106.31	161.29	2.30	1.52
	With no degree	0	†	†	†	†
	American Indian	159.82	33.86	21.82	0.42	0.64
	Asian/Pacific Islander	553.64	62.32	120.31	3.73	1.93
	Black	1,145.76	88.12	157.09	3.18	1.78
	White	14,102.54	148.74	298.90	4.04	2.01
	Hispanic	2,043.86	114.51	231.48	4.09	2.02
	Male	9,411.22	180.31	266.43	2.18	1.48
	Female	8,594.40	180.31	278.12	2.38	1.54
	Average DEFF				2.78	

† Not applicable.

¹ Standard error calculated under assumption of simple random sampling.² Standard error calculated taking into account the sample design.³ DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.⁴ DEFT is the square root of the DEFF.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000.

Table G-2b. Design effects and standard errors for selected Public School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000

Region	Selected principal characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Years principal other schools	3.89	0.16	0.21	1.81	1.35
	Years teaching before principal	13.84	0.18	0.25	1.95	1.40
	Years teaching since principal	1.07	0.09	0.14	2.56	1.60
	Principal age	50.66	0.17	0.23	1.85	1.36
	Total teaching experience	14.91	0.20	0.25	1.67	1.29
	Average DEFF				1.97	
Midwest	Years principal other schools	4.24	0.13	0.16	1.52	1.23
	Years teaching before principal	12.24	0.14	0.18	1.66	1.29
	Years teaching since principal	1.29	0.08	0.10	1.54	1.24
	Principal age	48.55	0.16	0.18	1.23	1.11
	Total teaching experience	13.53	0.15	0.21	1.76	1.33
	Average DEFF				1.54	
South	Years principal other schools	3.36	0.09	0.12	1.76	1.33
	Years teaching before principal	13.00	0.11	0.14	1.48	1.22
	Years teaching since principal	1.19	0.06	0.07	1.48	1.22
	Principal age	49.11	0.12	0.13	1.26	1.12
	Total teaching experience	14.19	0.12	0.15	1.46	1.21
	Average DEFF				1.49	
West	Years principal other schools	4.52	0.12	0.19	2.52	1.59
	Years teaching before principal	12.56	0.13	0.25	3.51	1.87
	Years teaching since principal	1.21	0.07	0.13	3.59	1.90
	Principal age	49.57	0.14	0.21	2.17	1.47
	Total teaching experience	13.77	0.14	0.28	3.83	1.96
	Average DEFF				3.13	

¹ Standard error calculated under assumption of simple random sampling.

² Standard error calculated taking into account the sample design.

³ DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

⁴ DEFT is the square root of the DEFF.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000.

Table G-2c. Design effects and standard errors for selected Public School Principal Questionnaire proportions (A0065, A0180, A0207, A0221), by region: 1999–2000

Region	Selected characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Program for aspiring principals	0.42	0.01	0.02	1.90	1.38
	Participated in university courses	0.35	0.01	0.02	1.82	1.35
	State/district has school performance goals	0.86	0.01	0.01	1.73	1.32
	School improvement plan	0.73	0.01	0.02	2.04	1.43
	Average DEFF				1.87	
Midwest	Program for aspiring principals	0.40	0.01	0.01	1.05	1.02
	Participated in university courses	0.49	0.01	0.01	1.34	1.16
	State/district has school performance goals	0.88	0.01	0.01	1.28	1.13
	School improvement plan	0.88	0.01	0.01	1.30	1.14
	Average DEFF				1.24	
South	Program for aspiring principals	0.59	0.01	0.01	1.17	1.08
	Participated in university courses	0.31	0.01	0.01	1.34	1.16
	State/district has school performance goals	0.96	0.00	0.00	1.58	1.26
	School improvement plan	0.96	0.00	0.00	1.73	1.32
	Average DEFF				1.46	
West	Program for aspiring principals	0.64	0.01	0.01	2.32	1.52
	Participated in university courses	0.49	0.01	0.02	2.87	1.69
	State/district has school performance goals	0.88	0.01	0.01	2.05	1.43
	School improvement plan	0.89	0.01	0.01	2.62	1.62
	Average DEFF				2.47	

¹ Standard error calculated under assumption of simple random sampling.

² Standard error calculated taking into account the sample design.

³ DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

⁴ DEFT is the square root of the DEFF.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Survey," 1999–2000.

Table G-3a. Design effects and standard errors for selected Public School Questionnaire student totals (ENRK12UG, S0096–S0100), by region: 1999–2000

Region	Total number of students...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Enrollment	8,037,232.16	151,969.33	118,213.23	0.61	0.78
	Hispanic	968,472.63	69,036.11	50,368.10	0.53	0.73
	White	5,571,083.93	118,402.57	100,585.69	0.72	0.85
	Black	1,181,534.84	67,863.19	64,795.31	0.91	0.95
	American Indian	23,572.46	2,710.42	2,743.52	1.02	1.01
	Asian/Pacific Islander	292,568.32	21,418.49	18,146.99	0.72	0.85
	Average DEFF				0.75	
Midwest						
	Enrollment	10,432,595.26	190,613.42	145,522.97	0.58	0.76
	Hispanic	584,661.24	53,479.09	40,702.75	0.58	0.76
	White	8,130,493.10	162,663.76	142,250.24	0.76	0.87
	Black	1,398,494.91	79,038.49	61,467.52	0.60	0.78
	American Indian	100,513.88	10,735.86	6,459.44	0.36	0.60
	Asian/Pacific Islander	218,432.15	15,525.62	11,906.00	0.59	0.77
	Average DEFF				0.58	
South						
	Enrollment	16,110,118.38	196,496.85	208,274.98	1.12	1.06
	Hispanic	2,075,545.09	93,875.89	96,685.48	1.06	1.03
	White	9,254,858.58	146,850.16	141,219.84	0.92	0.96
	Black	4,361,874.67	103,531.25	99,823.27	0.93	0.96
	American Indian	153,935.35	11,569.94	6,165.17	0.28	0.53
	Asian/Pacific Islander	263,904.69	15,807.39	13,662.98	0.75	0.86
	Average DEFF				0.84	
West						
	Enrollment	10,519,560.68	192,412.28	182,877.37	0.90	0.95
	Hispanic	3,091,325.45	108,519.51	117,599.45	1.17	1.08
	White	5,566,458.07	122,826.39	127,903.50	1.08	1.04
	Black	695,143.20	33,508.44	37,008.30	1.22	1.10
	American Indian	256,517.82	18,345.95	9,463.85	0.27	0.52
	Asian/Pacific Islander	910,116.14	51,166.59	55,792.06	1.19	1.09
	Average DEFF				0.97	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000.

Table G-3b. Design effects and standard errors for selected Public School Questionnaire student averages (ENRK12UG, S0096–S0100), by region: 1999–2000

Region	Selected student characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Enrollment	576.23	10.90	8.21	0.57	0.75
	Hispanic	69.43	4.95	3.62	0.53	0.73
	White	399.42	8.49	7.07	0.69	0.83
	Black	84.71	4.87	4.62	0.90	0.95
	American Indian	1.69	0.19	0.20	1.04	1.02
	Asian/Pacific Islander	20.98	1.54	1.29	0.71	0.84
	Average DEFF				0.74	
Midwest	Enrollment	436.69	7.98	5.25	0.43	0.66
	Hispanic	24.47	2.24	1.73	0.60	0.77
	White	340.33	6.81	5.23	0.59	0.77
	Black	58.54	3.31	2.54	0.59	0.77
	American Indian	4.21	0.45	0.27	0.35	0.59
	Asian/Pacific Islander	9.14	0.65	0.51	0.60	0.78
	Average DEFF				0.53	
South	Enrollment	582.92	7.11	6.59	0.86	0.93
	Hispanic	75.10	3.40	3.50	1.06	1.03
	White	334.87	5.31	4.88	0.84	0.92
	Black	157.83	3.75	3.24	0.75	0.87
	American Indian	5.57	0.42	0.22	0.28	0.53
	Asian/Pacific Islander	9.55	0.57	0.49	0.73	0.86
	Average DEFF				0.76	
West	Enrollment	576.42	10.54	10.28	0.95	0.98
	Hispanic	169.39	5.95	6.54	1.21	1.10
	White	305.02	6.73	6.88	1.05	1.02
	Black	38.09	1.84	2.04	1.24	1.11
	American Indian	14.06	1.01	0.54	0.29	0.53
	Asian/Pacific Islander	49.87	2.80	3.08	1.21	1.10
	Average DEFF				0.99	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000.

Table G-3c. Design effects and standard errors for selected Public School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Number of teachers	581,862.93	10,522.95	7,838.03	0.55	0.74
	Hispanic	24,290.97	2,072.15	1,846.62	0.79	0.89
	White	538,276.25	9,594.00	7,526.34	0.62	0.78
	Black	36,947.56	2,757.31	3,252.33	1.39	1.18
	American Indian	1,279.48	789.94	317.85	0.16	0.40
	Asian/Pacific Islander	4,468.17	675.05	576.71	0.73	0.85
	Absent	31,437.35	961.99	1,031.65	1.15	1.07
	Average DEFF				0.77	
Midwest						
	Number of teachers	695,054.01	11,554.14	9,080.92	0.62	0.79
	Hispanic	14,096.57	1,708.50	1,711.75	1.00	1.00
	White	661,424.43	11,124.07	9,017.97	0.66	0.81
	Black	47,094.66	3,398.47	2,915.57	0.74	0.86
	American Indian	3,448.49	1,110.59	504.26	0.21	0.45
	Asian/Pacific Islander	3,734.24	479.42	404.44	0.71	0.84
	Absent	33,978.76	941.25	900.84	0.92	0.96
	Average DEFF				0.69	
South						
	Number of teachers	1,067,529.42	11,477.75	12,604.39	1.21	1.10
	Hispanic	62,901.64	3,798.75	4,780.90	1.58	1.26
	White	854,470.41	10,215.16	10,159.29	0.99	0.99
	Black	162,695.48	4,747.33	4,418.16	0.87	0.93
	American Indian	5,915.84	813.02	529.43	0.42	0.65
	Asian/Pacific Islander	5,113.31	1,054.26	907.61	0.74	0.86
	Absent	62,387.71	1,034.01	1,297.34	1.57	1.25
	Average DEFF				1.05	
West						
	Number of teachers	544,829.03	8,824.58	9,022.65	1.05	1.022
	Hispanic	54,229.93	2,714.54	3,556.67	1.72	1.310
	White	456,289.99	7,531.40	7,772.28	1.06	1.032
	Black	19,453.14	1,400.99	1,822.98	1.69	1.301
	American Indian	11,036.86	1,250.84	2,032.03	2.64	1.625
	Asian/Pacific Islander	24,184.52	1,899.18	1,353.23	0.51	0.713
	Absent	28,156.68	742.39	911.48	1.51	1.228
	Average DEFF				1.45	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000.

Table G-3d. Design effects and standard errors for selected Public School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Number of teachers	41.72	0.75	0.56	0.55	0.74
	Hispanic	1.74	0.15	0.13	0.81	0.90
	White	38.59	0.69	0.52	0.57	0.76
	Black	2.65	0.20	0.23	1.41	1.19
	American Indian	0.09	0.06	0.02	0.16	0.40
	Asian/Pacific Islander	0.32	0.05	0.04	0.74	0.86
	Absent	2.25	0.07	0.07	1.14	1.07
	Average DEFF				0.77	
Midwest	Number of teachers	29.09	0.48	0.33	0.47	0.69
	Hispanic	0.59	0.07	0.07	1.00	1.00
	White	27.69	0.47	0.33	0.50	0.71
	Black	1.97	0.14	0.12	0.73	0.85
	American Indian	0.14	0.05	0.02	0.20	0.45
	Asian/Pacific Islander	0.16	0.02	0.02	0.73	0.85
	Absent	1.42	0.04	0.04	0.85	0.92
	Average DEFF				0.64	
South	Number of teachers	38.63	0.42	0.38	0.82	0.90
	Hispanic	2.28	0.14	0.17	1.55	1.24
	White	30.92	0.37	0.33	0.78	0.88
	Black	5.89	0.17	0.15	0.76	0.87
	American Indian	0.21	0.03	0.02	0.42	0.65
	Asian/Pacific Islander	0.19	0.04	0.03	0.73	0.86
	Absent	2.26	0.04	0.05	1.46	1.21
	Average DEFF				0.93	
West	Number of teachers	29.85	0.48	0.50	1.06	1.031
	Hispanic	2.97	0.15	0.19	1.69	1.300
	White	25.00	0.41	0.43	1.09	1.043
	Black	1.07	0.08	0.10	1.69	1.300
	American Indian	0.60	0.07	0.11	2.65	1.627
	Asian/Pacific Islander	1.33	0.10	0.07	0.51	0.713
	Absent	1.54	0.04	0.05	1.54	1.239
	Average DEFF				1.46	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000.

Table G-3e. Design effects and standard errors for selected Public School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000

Region	Selected school characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Program-talented/gifted	0.56	0.01	0.02	1.36	1.17
	Before/After school enrichment	0.55	0.01	0.02	1.40	1.18
	Any eligible for lunch program	0.97	0.00	0.01	1.84	1.36
	ESL/Bilingual instruction	0.96	0.01	0.01	1.38	1.17
	Average DEFF				1.49	
Midwest	Program-talented/gifted	0.65	0.01	0.01	1.36	1.17
	Before/After school enrichment	0.49	0.01	0.01	0.95	0.97
	Any eligible for lunch program	0.97	0.00	0.00	1.08	1.04
	ESL/Bilingual instruction	0.94	0.01	0.01	1.80	1.34
	Average DEFF				1.30	
South	Program-talented/gifted	0.78	0.01	0.01	1.35	1.16
	Before/After school enrichment	0.55	0.01	0.01	1.61	1.27
	Any eligible for lunch program	0.98	0.00	0.00	1.30	1.14
	ESL/Bilingual instruction	0.96	0.01	0.01	1.26	1.12
	Average DEFF				1.38	
West	Program-talented/gifted	0.68	0.01	0.01	2.44	1.56
	Before/After school enrichment	0.58	0.01	0.02	2.41	1.55
	Any eligible for lunch program	0.96	0.00	0.01	2.15	1.46
	ESL/Bilingual instruction	0.95	0.01	0.01	1.63	1.28
	Average DEFF				2.16	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," 1999–2000.

Table G-4a. Design effects and standard errors for selected Public School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Received bonus	38,701.43	1,899.47	2,541.06	1.79	1.34
	American Indian	4,496.23	666.69	1,047.73	2.47	1.57
	Asian/Pacific Islander	6,208.07	782.28	995.55	1.62	1.27
	Black	24,803.41	1,539.18	1,714.16	1.24	1.11
	White	545,362.61	2,317.15	7,779.08	11.27	3.36
	Hispanic	24,315.28	1,524.60	2,538.38	2.77	1.66
	Male	168,559.01	3,480.23	6,023.43	3.00	1.73
	Female	436,626.60	3,480.23	6,972.98	4.01	2.00
	Average DEFF				3.52	
Midwest						
	Received bonus	67,606.72	2,075.43	2,783.91	1.80	1.34
	American Indian	5,205.82	602.66	664.13	1.21	1.10
	Asian/Pacific Islander	3,888.04	521.31	656.03	1.58	1.26
	Black	33,590.14	1,500.33	2,912.85	3.77	1.94
	White	667,575.08	1,914.27	9,102.99	22.61	4.76
	Hispanic	13,879.58	978.10	1,437.54	2.16	1.47
	Male	197,560.27	3,177.36	4,941.99	2.42	1.56
	Female	526,578.40	3,177.36	7,751.39	5.95	2.44
	Average DEFF				5.19	
South						
	Received bonus	208,732.60	3,478.29	6,218.64	3.20	1.79
	American Indian	10,208.83	851.32	851.69	1.00	1.00
	Asian/Pacific Islander	5,343.68	617.31	695.02	1.27	1.13
	Black	151,540.26	3,058.18	5,607.94	3.36	1.83
	White	859,612.08	3,619.24	10,894.23	9.06	3.01
	Hispanic	65,054.80	2,093.85	4,176.10	3.98	1.99
	Male	222,713.88	3,564.34	5,520.75	2.40	1.55
	Female	869,045.76	3,564.34	10,706.49	9.02	3.00
	Average DEFF				4.16	
West						
	Received bonus	71,743.56	1,783.22	2,781.29	2.43	1.56
	American Indian	5,757.53	537.98	656.05	1.49	1.22
	Asian/Pacific Islander	32,405.05	1,245.45	2,138.31	2.95	1.72
	Black	15,505.70	875.11	2,077.40	5.64	2.37
	White	445,680.08	2,176.90	7,741.48	12.65	3.56
	Hispanic	64,349.41	1,701.48	4,449.22	6.84	2.61
	Male	160,615.75	2,415.14	4,842.46	4.02	2.01
	Female	403,082.02	2,415.14	6,916.30	8.20	2.86
	Average DEFF				5.53	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Survey," 1999–2000.

Table G-4b. Design effects and standard errors for selected Public School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Years teaching full time	14.86	0.14	0.22	2.57	1.60
	Years teaching part time	0.60	0.02	0.03	1.23	1.11
	Number of students	20.17	0.22	0.29	1.82	1.35
	Hours teaching English	9.89	0.14	0.20	1.97	1.40
	Hours teaching math	4.64	0.08	0.11	1.96	1.40
	Hours teaching social studies	2.62	0.07	0.09	1.73	1.32
	Hours teaching science	2.32	0.06	0.07	1.07	1.03
	Outside hours-other school activities	8.67	0.08	0.11	1.69	1.30
	Average DEFF				1.75	
Midwest						
	Years teaching full time	14.19	0.10	0.16	2.49	1.58
	Years teaching part time	0.76	0.02	0.03	2.18	1.48
	Number of students	20.85	0.16	0.19	1.44	1.20
	Hours teaching English	9.85	0.11	0.12	1.35	1.16
	Hours teaching math	4.97	0.06	0.08	1.57	1.25
	Hours teaching social studies	2.80	0.06	0.07	1.28	1.13
	Hours teaching science	2.52	0.05	0.06	1.31	1.14
	Outside hours-other school activities	8.64	0.06	0.09	2.11	1.45
	Average DEFF				1.72	
South						
	Years teaching full time	13.36	0.08	0.10	1.59	1.26
	Years teaching part time	0.26	0.01	0.01	1.38	1.18
	Number of students	20.66	0.14	0.17	1.51	1.23
	Hours teaching English	10.36	0.10	0.13	1.76	1.32
	Hours teaching math	5.36	0.06	0.08	1.64	1.28
	Hours teaching social studies	2.75	0.05	0.06	1.74	1.32
	Hours teaching science	2.61	0.05	0.06	1.44	1.20
	Outside hours-other school activities	7.75	0.05	0.07	2.15	1.47
	Average DEFF				1.65	
West						
	Years teaching full time	12.52	0.09	0.16	2.85	1.69
	Years teaching part time	0.73	0.02	0.04	3.10	1.76
	Number of students	22.75	0.13	0.22	2.77	1.66
	Hours teaching English	10.39	0.09	0.15	2.92	1.71
	Hours teaching math	5.22	0.05	0.07	1.92	1.39
	Hours teaching social studies	2.80	0.05	0.07	2.24	1.50
	Hours teaching science	2.29	0.04	0.06	2.28	1.51
	Outside hours-other school activities	9.55	0.06	0.10	2.89	1.70
	Average DEFF				2.62	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Survey," 1999–2000.

Table G-4c. Design effects and standard errors for selected Public School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000

Region	Selected teacher characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	1st year-reduced schedule	0.06	0.01	0.01	2.03	1.43
	1st year-reduced preparations	0.07	0.01	0.01	1.35	1.16
	1st year-common planning	0.41	0.01	0.02	1.34	1.16
	1st year-seminars	0.57	0.01	0.02	2.05	1.43
	1st year-extra help	0.24	0.01	0.02	1.87	1.37
	1st year-supportive communication	0.76	0.01	0.02	1.75	1.32
	Average DEFF				1.73	
Midwest	1st year-reduced schedule	0.05	0.00	0.01	1.20	1.10
	1st year-reduced preparations	0.07	0.01	0.01	1.44	1.20
	1st year-common planning	0.38	0.01	0.01	1.78	1.33
	1st year-seminars	0.60	0.01	0.01	1.65	1.28
	1st year-extra help	0.24	0.01	0.01	1.28	1.13
	1st year-supportive communication	0.75	0.01	0.01	1.79	1.34
	Average DEFF				1.52	
South	1st year-reduced schedule	0.06	0.00	0.01	2.18	1.48
	1st year-reduced preparations	0.09	0.00	0.01	2.01	1.42
	1st year-common planning	0.49	0.01	0.01	1.98	1.41
	1st year-seminars	0.64	0.01	0.01	2.23	1.49
	1st year-extra help	0.25	0.01	0.01	2.69	1.64
	1st year-supportive communication	0.78	0.01	0.01	2.57	1.60
	Average DEFF				2.27	
West	1st year-reduced schedule	0.05	0.00	0.01	2.39	1.54
	1st year-reduced preparations	0.06	0.00	0.01	2.30	1.52
	1st year-common planning	0.41	0.01	0.02	3.99	2.00
	1st year-seminars	0.69	0.01	0.02	3.13	1.77
	1st year-extra help	0.31	0.01	0.02	4.07	2.02
	1st year-supportive communication	0.71	0.01	0.01	3.01	1.73
	Average DEFF				3.15	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Teacher Survey," 1999–2000.

Table G-5a. Design effects and standard errors for selected Public School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000

Region	Total number of staff...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	With PhD	192.96	42.94	48.99	1.30	1.14
	With education specialist or prof diploma	2,456.53	147.87	197.68	1.79	1.34
	With LM masters	6,387.79	188.17	226.03	1.44	1.20
	With other masters	938.11	89.69	127.55	2.02	1.42
	With masters+	1,037.51	93.90	133.51	2.02	1.42
	With bachelors	1,885.03	124.79	181.66	2.12	1.46
	With associate degree	312.85	59.15	72.74	1.51	1.23
	Average DEFF				1.74	
Midwest	With PhD	294.18	62.76	88.20	1.98	1.41
	With education specialist or prof diploma	2,158.74	147.44	208.10	1.99	1.41
	With LM masters	8,496.55	243.11	341.78	1.98	1.41
	With other masters	2,432.79	150.61	190.95	1.61	1.27
	With masters+	1,010.92	101.65	121.61	1.43	1.20
	With bachelors	5,074.66	200.63	244.53	1.49	1.22
	With associate degree	310.36	56.31	73.74	1.71	1.31
	Average DEFF				1.74	
South	With PhD	437.38	60.03	94.33	2.47	1.57
	With education specialist or prof diploma	4,678.83	188.34	237.23	1.59	1.26
	With LM masters	12,072.92	252.01	330.10	1.72	1.31
	With other masters	3,052.80	157.99	258.14	2.67	1.63
	With masters+	1,358.06	103.83	116.32	1.26	1.12
	With bachelors	5,461.70	194.69	271.68	1.95	1.40
	With associate degree	149.15	34.99	41.72	1.42	1.19
	Average DEFF				1.87	
West	With PhD	113.09	26.82	22.90	0.73	0.85
	With education specialist or prof diploma	1,870.76	100.22	146.77	2.14	1.46
	With LM masters	3,410.95	126.92	194.07	2.34	1.53
	With other masters	1,269.85	86.86	119.64	1.90	1.38
	With masters+	470.56	51.69	55.34	1.15	1.07
	With bachelors	3,319.90	124.81	225.66	3.27	1.81
	With associate degree	585.81	57.35	110.34	3.70	1.92
	Average DEFF				2.18	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Library Media Center Survey," 1999–2000.

Table G-5b. Design effects and standard errors for selected Public School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000

Region	Selected library characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Total expenditure for library materials	8,817.82	272.33	254.25	0.87	0.93
	Seating capacity	52.65	1.00	1.24	1.52	1.23
	Number of books	10,528.10	291.71	332.04	1.30	1.14
	Number of video materials	245.34	10.35	10.10	0.95	0.98
	Number of CD-ROM titles	36.75	2.13	2.35	1.22	1.11
	Items checked out per week	460.93	12.69	13.78	1.18	1.09
	Average DEFF				1.17	
Midwest	Total expenditure for library materials	7,578.61	199.24	193.75	0.95	0.97
	Seating capacity	51.92	0.79	0.83	1.09	1.04
	Number of books	9,486.33	157.57	146.17	0.86	0.93
	Number of video materials	243.71	12.18	10.68	0.77	0.88
	Number of CD-ROM titles	42.00	1.95	1.91	0.96	0.98
	Items checked out per week	505.70	12.52	12.98	1.07	1.04
	Average DEFF				0.95	
South	Total expenditure for library materials	9,170.45	188.26	202.88	1.16	1.08
	Seating capacity	62.51	0.69	0.76	1.23	1.11
	Number of books	10,339.96	169.22	179.23	1.12	1.06
	Number of video materials	385.05	8.78	9.27	1.11	1.06
	Number of CD-ROM titles	57.53	3.90	4.68	1.44	1.20
	Items checked out per week	720.97	16.08	19.35	1.45	1.20
	Average DEFF				1.25	
West	Total expenditure for library materials	9,547.62	287.14	351.66	1.50	1.22
	Seating capacity	52.74	0.78	0.83	1.13	1.06
	Number of books	10,859.73	291.85	293.61	1.01	1.01
	Number of video materials	242.13	9.27	12.63	1.86	1.36
	Number of CD-ROM titles	40.75	2.63	2.64	1.01	1.00
	Items checked out per week	671.93	20.71	23.05	1.24	1.11
	Average DEFF				1.29	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Library Media Center Survey," 1999–2000.

Table G-5c. Design effects and standard errors for selected Public School Library Media Center Questionnaire proportions (M0070, M0076, M0082, M0054, M0057, M0060), by region: 1999–2000

Region	Selected library characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Has clerks or aides	0.66	0.01	0.02	1.53	1.24
	Has professional staff, not cert LMS	0.18	0.01	0.02	2.11	1.45
	Has certified media specialists	0.80	0.01	0.01	0.94	0.97
	Individual areas located in library	0.69	0.01	0.02	1.90	1.38
	Work areas located in library	0.84	0.01	0.01	1.44	1.20
	Computer areas located in library	0.90	0.01	0.01	2.16	1.47
	Average DEFF				1.68	
Midwest	Has clerks or aides	0.75	0.01	0.01	1.66	1.29
	Has professional staff, not cert LMS	0.16	0.01	0.01	1.78	1.33
	Has certified media specialists	0.73	0.01	0.01	2.13	1.46
	Individual areas located in library	0.77	0.01	0.01	1.40	1.18
	Work areas located in library	0.84	0.01	0.01	2.07	1.44
	Computer areas located in library	0.89	0.01	0.01	1.57	1.25
	Average DEFF				1.77	
South	Has clerks or aides	0.66	0.01	0.01	1.64	1.28
	Has professional staff, not cert LMS	0.09	0.01	0.01	1.83	1.35
	Has certified media specialists	0.90	0.01	0.01	2.05	1.43
	Individual areas located in library	0.81	0.01	0.01	1.69	1.30
	Work areas located in library	0.91	0.01	0.01	2.55	1.60
	Computer areas located in library	0.92	0.00	0.01	2.24	1.50
	Average DEFF				2.00	
West	Has clerks or aides	0.80	0.01	0.01	2.16	1.47
	Has professional staff, not cert LMS	0.23	0.01	0.02	2.81	1.68
	Has certified media specialists	0.50	0.01	0.01	1.40	1.19
	Individual areas located in library	0.79	0.01	0.01	2.06	1.44
	Work areas located in library	0.88	0.01	0.01	4.40	2.10
	Computer areas located in library	0.87	0.01	0.02	4.37	2.09
	Average DEFF				2.87	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Library Media Center Survey," 1999–2000.

C. Private School Surveys

Table G-6a. Design effects and standard errors for selected Private School Principal Questionnaire totals (A0225, RACETH P, A0227), by region: 1999–2000

Region	Total number of principals...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	With associate degree	40.55	17.54	21.98	1.57	1.25
	With bachelor's degree	998.98	79.90	150.54	3.55	1.88
	With master's degree	3,237.51	107.98	127.87	1.40	1.18
	With education specialist or prof diploma	720.77	69.68	71.05	1.04	1.02
	With doctorate	607.46	64.64	65.64	1.03	1.02
	With no degree	523.97	60.48	135.20	5.00	2.24
	American Indian	17.01	11.38	10.52	0.85	0.92
	Asian/Pacific Islander	68.51	22.74	20.70	0.83	0.91
	Black	227.43	40.89	52.04	1.62	1.27
	White	5,738.48	52.85	200.88	14.45	3.80
	Hispanic	77.80	24.22	40.51	2.80	1.67
	Male	2,517.97	106.42	168.05	2.49	1.58
	Female	3,611.27	106.42	183.70	2.98	1.73
	Average DEFF				3.05	
Midwest						
	With associate degree	69.35	24.88	43.40	3.04	1.74
	With bachelor's degree	1,546.58	104.36	129.52	1.54	1.24
	With master's degree	3,856.91	125.63	149.68	1.42	1.19
	With education specialist or prof diploma	740.67	77.32	66.99	0.75	0.87
	With doctorate	488.50	64.03	126.10	3.88	1.97
	With no degree	359.34	55.46	111.77	4.06	2.02
	American Indian	0	†	†	†	†
	Asian/Pacific Islander	34.80	17.67	14.94	0.71	0.85
	Black	464.17	62.53	121.42	3.77	1.94
	White	6,513.67	67.50	197.75	8.58	2.93
	Hispanic	48.72	20.89	19.92	0.91	0.95
	Male	3,385.11	126.06	165.06	1.71	1.31
	Female	3,676.24	126.06	187.88	2.22	1.49
	Average DEFF				2.72	
South						
	With associate degree	103.28	29.90	28.75	0.92	0.96
	With bachelor's degree	1,932.06	113.30	154.02	1.85	1.36
	With master's degree	3,832.06	132.06	189.34	2.06	1.43
	With education specialist or prof diploma	752.26	77.30	67.54	0.76	0.87
	With doctorate	817.59	80.22	77.16	0.93	0.96
	With no degree	526.28	65.66	121.21	3.41	1.85
	American Indian	88.36	27.69	35.62	1.66	1.29
	Asian/Pacific Islander	20.14	13.27	18.80	2.01	1.42
	Black	677.44	73.74	99.91	1.84	1.35
	White	6,890.82	90.24	238.18	6.97	2.64
	Hispanic	286.75	49.24	68.51	1.94	1.39

See notes at end of table.

Table G-6a. Design effects and standard errors for selected Private School Principal Questionnaire totals (A0225, RACETH P, A0227), by region: 1999–2000—Continued

Region	Total number of principals...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
	Male	3,799.99	132.02	175.62	1.77	1.33
	Female	4,163.52	132.02	203.22	2.37	1.54
	Average DEFF				2.19	
West	With associate degree	63.14	23.79	27.29	1.32	1.15
	With bachelor's degree	1,707.98	101.41	172.39	2.89	1.70
	With master's degree	2,439.19	107.24	154.21	2.07	1.44
	With education specialist or prof diploma	383.56	56.72	83.64	2.17	1.47
	With doctorate	309.21	51.33	48.66	0.90	0.95
	With no degree	173.66	39.01	89.66	5.28	2.30
	American Indian	44.85	20.09	15.65	0.61	0.78
	Asian/Pacific Islander	230.48	44.68	55.48	1.54	1.24
	Black	204.51	42.20	76.89	3.32	1.82
	White	4,179.21	81.88	188.80	5.32	2.31
	Hispanic	417.68	58.98	118.28	4.02	2.01
	Male	2,195.84	106.34	172.91	2.64	1.63
	Female	2,880.89	106.34	181.26	2.91	1.70
	Average DEFF				2.69	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Survey," 1999–2000.

Table G-6b. Design effects and standard errors for selected Private School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000

Region	Selected principal characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Years principal other schools	3.82	0.25	0.28	1.15	1.32
	Years teaching before principal	12.29	0.30	0.43	1.44	2.06
	Years teaching since principal	3.62	0.23	0.21	0.94	0.89
	Principal age	51.10	0.33	0.39	1.18	1.40
	Total teaching experience	15.92	0.34	0.49	1.41	2.00
	Average DEFF					
Midwest	Years principal other schools	4.62	0.26	0.28	1.07	1.15
	Years teaching before principal	10.18	0.29	0.35	1.23	1.52
	Years teaching since principal	4.68	0.26	0.23	0.89	0.78
	Principal age	49.21	0.33	0.39	1.17	1.36
	Total teaching experience	14.86	0.34	0.38	1.10	1.20
	Average DEFF					
South	Years principal other schools	3.72	0.23	0.24	1.06	1.13
	Years teaching before principal	9.03	0.26	0.33	1.28	1.63
	Years teaching since principal	4.92	0.25	0.29	1.15	1.33
	Principal age	49.63	0.32	0.33	1.04	1.09
	Total teaching experience	13.95	0.34	0.43	1.28	1.65
	Average DEFF					
West	Years principal other schools	3.17	0.25	0.32	1.26	1.60
	Years teaching before principal	9.10	0.31	0.40	1.27	1.62
	Years teaching since principal	4.21	0.28	0.35	1.25	1.55
	Principal age	49.64	0.41	0.54	1.34	1.79
	Total teaching experience	13.31	0.40	0.50	1.25	1.57
	Average DEFF					

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Survey," 1999–2000.

Table G-6c. Design effects and standard errors for selected Private School Principal Questionnaire proportions (A0065, A0180, A0058, A0059), by region: 1999–2000

Region	Selected principal characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Program for aspiring principals	0.47	0.02	0.02	1.67	1.29
	Participated in university courses	0.29	0.02	0.02	1.33	1.15
	Department head	0.36	0.02	0.02	1.52	1.23
	Curriculum spec/coordinator	0.29	0.02	0.02	1.59	1.26
	Average DEFF				1.53	
Midwest	Program for aspiring principals	0.44	0.02	0.02	1.55	1.24
	Participated in university courses	0.35	0.02	0.02	1.74	1.32
	Department head	0.30	0.02	0.02	1.66	1.29
	Curriculum spec/coordinator	0.20	0.01	0.02	1.29	1.14
	Average DEFF				1.56	
South	Program for aspiring principals	0.47	0.02	0.02	1.45	1.20
	Participated in university courses	0.35	0.02	0.02	1.17	1.08
	Department head	0.37	0.02	0.02	1.24	1.12
	Curriculum spec/coordinator	0.28	0.01	0.02	1.38	1.17
	Average DEFF				1.31	
West	Program for aspiring principals	0.50	0.02	0.03	2.29	1.51
	Participated in university courses	0.36	0.02	0.03	2.09	1.45
	Department head	0.39	0.02	0.03	1.61	1.27
	Curriculum spec/coordinator	0.32	0.02	0.03	2.11	1.45
	Average DEFF				2.03	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Survey," 1999–2000.

Table G-7a. Design effects and standard errors for selected Private School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000

Region	Total number of students...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Enrollment	1,296,058.32	50,823.49	47,058.39	0.86	0.93
	Hispanic	100,441.24	10,551.10	7,606.49	0.52	0.72
	White	987,793.01	44,557.14	33,234.19	0.56	0.75
	Black	153,723.90	12,748.44	11,074.40	0.75	0.87
	American Indian	3,199.27	758.74	629.28	0.69	0.83
	Asian/Pacific Islander	50,900.90	7,357.35	10,672.16	2.10	1.45
	Average DEFF				0.91	
Midwest						
	Enrollment	1,371,136.27	54,721.58	32,994.23	0.36	0.60
	Hispanic	69,063.43	8,773.87	7,821.60	0.79	0.89
	White	1,161,136.43	51,508.10	32,619.19	0.40	0.63
	Black	115,650.61	11,383.99	12,653.11	1.24	1.11
	American Indian	3,624.56	453.10	423.92	0.88	0.94
	Asian/Pacific Islander	21,661.24	1,916.13	1,345.12	0.49	0.70
	Average DEFF				0.69	
South						
	Enrollment	1,676,038.49	67,958.14	87,363.66	1.65	1.29
	Hispanic	152,475.37	18,633.35	11,961.45	0.41	0.64
	White	1,310,335.00	59,544.03	72,381.37	1.48	1.22
	Black	166,107.57	12,551.13	12,972.37	1.07	1.03
	American Indian	4,749.64	802.10	704.70	0.77	0.88
	Asian/Pacific Islander	42,370.92	9,323.05	10,630.00	1.30	1.14
	Average DEFF				1.11	
West						
	Enrollment	919,615.70	45,453.96	35,381.63	0.61	0.78
	Hispanic	155,937.34	15,553.32	11,055.38	0.51	0.71
	White	594,541.81	34,695.78	30,123.45	0.75	0.87
	Black	56,843.65	6,588.88	7,027.39	1.14	1.07
	American Indian	12,629.82	3,797.62	3,208.66	0.71	0.84
	Asian/Pacific Islander	99,663.08	11,310.04	8,367.30	0.55	0.74
	Average DEFF				0.71	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000.

Table G-7b. Design effects and standard errors for selected Private School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000

Region	Selected student characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Enrollment	207.78	8.15	8.50	1.09	1.04
	Hispanic	16.10	1.69	1.19	0.50	0.71
	White	158.36	7.14	6.36	0.79	0.89
	Black	24.64	2.04	1.87	0.84	0.92
	American Indian	0.51	0.12	0.10	0.67	0.82
	Asian/Pacific Islander	8.16	1.18	1.67	2.01	1.42
	Average DEFF				0.98	
Midwest	Enrollment	183.21	7.31	7.28	0.99	1.00
	Hispanic	9.23	1.17	1.11	0.89	0.94
	White	155.15	6.88	6.40	0.86	0.93
	Black	15.45	1.52	1.79	1.39	1.18
	American Indian	0.48	0.06	0.06	0.89	0.95
	Asian/Pacific Islander	2.89	0.26	0.21	0.65	0.80
	Average DEFF				0.95	
South	Enrollment	202.04	8.19	10.08	1.51	1.23
	Hispanic	18.38	2.25	1.58	0.49	0.70
	White	157.96	7.18	8.20	1.31	1.14
	Black	20.02	1.51	1.47	0.94	0.97
	American Indian	0.57	0.10	0.08	0.68	0.83
	Asian/Pacific Islander	5.11	1.12	1.28	1.30	1.14
	Average DEFF				1.04	
West	Enrollment	176.64	8.73	7.91	0.82	0.91
	Hispanic	29.95	2.99	2.46	0.68	0.82
	White	114.20	6.66	5.87	0.78	0.88
	Black	10.92	1.27	1.36	1.16	1.08
	American Indian	2.43	0.73	0.63	0.75	0.87
	Asian/Pacific Islander	19.14	2.17	1.78	0.67	0.82
	Average DEFF				0.81	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000.

Table G-7c. Design effects and standard errors for selected Private School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Number of teachers	105,928.44	4,137.20	4,045.20	0.96	0.98
	Hispanic	3,772.29	457.37	383.45	0.70	0.84
	White	106,419.17	4,329.51	3,918.76	0.82	0.91
	Black	6,607.70	687.49	847.39	1.52	1.23
	American Indian	346.07	171.76	130.45	0.58	0.76
	Asian/Pacific Islander	1,411.37	208.88	218.60	1.10	1.05
	Absent	2,962.51	210.01	188.95	0.81	0.90
	Average DEFF				0.93	
Midwest						
	Number of teachers	93,540.90	3,551.21	2,486.84	0.49	0.70
	Hispanic	3,154.22	865.51	522.31	0.36	0.60
	White	95,836.69	3,590.85	2,793.03	0.61	0.78
	Black	4,820.85	586.53	815.13	1.93	1.39
	American Indian	276.24	59.53	70.15	1.39	1.18
	Asian/Pacific Islander	501.08	83.95	77.05	0.84	0.92
	Absent	2,593.35	212.03	258.48	1.49	1.22
	Average DEFF				1.02	
South						
	Number of teachers	136,080.87	5,260.12	6,470.82	1.51	1.23
	Hispanic	9,384.21	968.51	726.79	0.56	0.75
	White	127,752.37	5,187.45	6,168.27	1.41	1.19
	Black	9,839.95	930.86	1,359.84	2.13	1.46
	American Indian	414.26	100.52	76.97	0.59	0.77
	Asian/Pacific Islander	1,823.42	382.64	351.68	0.84	0.92
	Absent	4,426.22	307.81	379.11	1.52	1.23
	Average DEFF				1.22	
West						
	Number of teachers	68,516.03	3,136.87	3,050.18	0.95	0.97
	Hispanic	5,248.38	425.04	406.18	0.91	0.96
	White	65,035.99	3,104.64	3,162.89	1.04	1.02
	Black	2,856.55	408.11	350.44	0.74	0.86
	American Indian	398.84	119.52	103.11	0.74	0.86
	Asian/Pacific Islander	3,157.87	506.79	353.68	0.49	0.70
	Absent	1,888.39	173.91	212.82	1.50	1.22
	Average DEFF				0.91	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000.

Table G-7d. Design effects and standard errors for selected Private School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Number of teachers	16.98	0.66	0.69	1.07	1.04
	Hispanic	0.61	0.07	0.06	0.66	0.81
	White	17.06	0.69	0.67	0.94	0.97
	Black	1.06	0.11	0.14	1.53	1.24
	American Indian	0.06	0.03	0.02	0.60	0.78
	Asian/Pacific Islander	0.23	0.03	0.03	1.02	1.01
	Absent	0.48	0.03	0.03	0.76	0.87
	Average DEFF				0.94	
Midwest						
	Number of teachers	12.50	0.47	0.44	0.86	0.93
	Hispanic	0.42	0.12	0.07	0.34	0.58
	White	12.81	0.48	0.48	1.01	1.01
	Black	0.64	0.08	0.11	1.90	1.38
	American Indian	0.04	0.01	0.01	1.43	1.20
	Asian/Pacific Islander	0.07	0.01	0.01	0.94	0.97
	Absent	0.35	0.03	0.04	1.85	1.36
	Average DEFF				1.19	
South						
	Number of teachers	16.40	0.63	0.72	1.29	1.13
	Hispanic	1.13	0.12	0.09	0.63	0.79
	White	15.40	0.63	0.68	1.18	1.09
	Black	1.19	0.11	0.16	1.95	1.40
	American Indian	0.05	0.01	0.01	0.55	0.74
	Asian/Pacific Islander	0.22	0.05	0.04	0.83	0.91
	Absent	0.53	0.04	0.04	1.31	1.14
	Average DEFF				1.11	
West						
	Number of teachers	13.16	0.60	0.56	0.88	0.94
	Hispanic	1.01	0.08	0.09	1.10	1.05
	White	12.49	0.60	0.53	0.79	0.89
	Black	0.55	0.08	0.07	0.79	0.89
	American Indian	0.08	0.02	0.02	0.77	0.88
	Asian/Pacific Islander	0.61	0.10	0.08	0.65	0.81
	Absent	0.36	0.03	0.04	1.38	1.17
	Average DEFF				0.91	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000.

Table G-7e. Design effects and standard errors for selected Private School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000

Region	Selected school characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Program-talented/Gifted	0.16	0.01	0.01	0.94	0.97
	Before/After school enrichment	0.43	0.02	0.02	1.15	1.07
	Any eligible for lunch program	0.42	0.02	0.02	1.35	1.16
	ESL/Bilingual instruction	0.83	0.04	0.04	1.55	1.24
	Average DEFF				1.25	
Midwest	Program-talented/Gifted	0.16	0.01	0.01	1.11	1.05
	Before/After school enrichment	0.34	0.02	0.02	1.47	1.21
	Any eligible for lunch program	0.52	0.02	0.03	2.05	1.43
	ESL/Bilingual instruction	0.79	0.06	0.08	1.57	1.25
	Average DEFF				1.55	
South	Program-talented/Gifted	0.21	0.01	0.02	1.65	1.29
	Before/After school enrichment	0.47	0.02	0.02	1.48	1.22
	Any eligible for lunch program	0.25	0.01	0.02	1.47	1.21
	ESL/Bilingual instruction	0.83	0.04	0.05	1.33	1.15
	Average DEFF				1.48	
West	Program-talented/Gifted	0.19	0.02	0.02	2.14	1.46
	Before/After school enrichment	0.50	0.02	0.03	2.33	1.52
	Any eligible for lunch program	0.31	0.02	0.02	1.44	1.20
	ESL/Bilingual instruction	0.70	0.06	0.10	2.59	1.61
	Average DEFF				2.13	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Survey," 1999–2000.

Table G-8a. Design effects and standard errors for selected Private School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Received bonus	8,249.80	699.80	690.69	0.97	0.99
	American Indian	429.00	165.39	117.86	0.51	0.71
	Asian/Pacific Islander	2,215.80	372.91	311.81	0.70	0.84
	Black	4,263.10	512.48	668.64	1.70	1.30
	White	101,800.20	825.63	2,955.02	12.81	3.58
	Hispanic	4,986.50	552.42	890.15	2.60	1.61
	Male	28,999.10	1,175.88	1,526.53	1.69	1.30
	Female	84,695.60	1,175.88	2,521.49	4.60	2.14
	Average DEFF				3.20	
Midwest						
	Received bonus	9,449.40	679.56	922.59	1.84	1.36
	American Indian	528.00	167.27	190.54	1.30	1.14
	Asian/Pacific Islander	531.60	167.84	123.27	0.54	0.73
	Black	2,151.50	335.27	476.75	2.02	1.42
	White	109,383.00	540.09	3,322.33	37.84	6.15
	Hispanic	2,556.70	364.82	468.25	1.65	1.28
	Male	27,398.70	1,054.34	1,302.30	1.53	1.24
	Female	87,752.10	1,054.34	2,801.57	7.06	2.66
	Average DEFF				6.72	
South						
	Received bonus	14,567.80	999.20	1,158.73	1.34	1.16
	American Indian	894.00	260.01	202.31	0.61	0.78
	Asian/Pacific Islander	1,199.80	300.90	227.21	0.57	0.76
	Black	7,653.70	742.95	1,060.29	2.04	1.43
	White	129,505.00	1,076.66	5,572.77	26.79	5.18
	Hispanic	7,519.10	736.74	863.13	1.37	1.17
	Male	32,111.70	1,381.56	1,844.96	1.78	1.34
	Female	114,659.90	1,381.56	4,890.28	12.53	3.54
	Average DEFF				5.88	
West						
	Received bonus	7,368.90	601.38	668.46	1.24	1.11
	American Indian	628.90	184.44	208.33	1.28	1.13
	Asian/Pacific Islander	3,064.60	400.26	453.91	1.29	1.13
	Black	2,461.30	360.24	621.30	2.97	1.72
	White	61,324.10	742.92	2,823.21	14.44	3.80
	Hispanic	5,961.20	546.63	687.81	1.58	1.26
	Male	18,618.50	870.75	1,147.17	1.74	1.32
	Female	54,821.70	870.75	2,134.39	6.01	2.45
	Average DEFF				3.82	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Teacher Survey," 1999–2000.

Table G-8b. Design effects and standard errors for selected Private School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Years teaching full time	10.41	0.24	0.21	0.73	0.85
	Years teaching part time	1.18	0.07	0.07	0.76	0.87
	Number of students	18.71	0.37	0.34	0.86	0.93
	Hours teaching English	7.58	0.19	0.20	1.11	1.05
	Hours teaching math	4.25	0.12	0.12	1.04	1.02
	Hours teaching social studies	2.33	0.08	0.10	1.41	1.19
	Hours teaching science	2.17	0.10	0.08	0.63	0.79
	Outside hours-other school activities	8.05	0.15	0.21	2.01	1.42
	Average DEFF				1.07	
Midwest						
	Years teaching full time	9.60	0.21	0.24	1.34	1.16
	Years teaching part time	1.40	0.07	0.07	0.93	0.97
	Number of students	19.19	0.24	0.33	1.88	1.37
	Hours teaching English	7.80	0.15	0.23	2.24	1.50
	Hours teaching math	4.57	0.10	0.13	1.80	1.34
	Hours teaching social studies	2.73	0.09	0.11	1.35	1.16
	Hours teaching science	2.31	0.07	0.09	1.77	1.33
	Outside hours-other school activities	8.62	0.13	0.14	1.01	1.01
	Average DEFF				1.54	
South						
	Years teaching full time	7.97	0.18	0.15	0.71	0.84
	Years teaching part time	1.03	0.06	0.06	0.79	0.89
	Number of students	17.89	0.27	0.26	0.93	0.97
	Hours teaching English	7.38	0.16	0.14	0.74	0.86
	Hours teaching math	4.82	0.10	0.09	0.76	0.87
	Hours teaching social studies	2.92	0.11	0.11	1.04	1.02
	Hours teaching science	2.38	0.08	0.06	0.57	0.75
	Outside hours-other school activities	7.28	0.13	0.12	0.81	0.90
	Average DEFF				0.79	
West						
	Years teaching full time	8.64	0.24	0.22	0.87	0.93
	Years teaching part time	1.22	0.08	0.07	0.71	0.84
	Number of students	20.16	0.36	0.41	1.29	1.13
	Hours teaching English	7.82	0.19	0.24	1.61	1.27
	Hours teaching math	4.67	0.12	0.16	1.83	1.35
	Hours teaching social studies	3.27	0.13	0.16	1.49	1.22
	Hours teaching science	2.62	0.11	0.12	1.08	1.04
	Outside hours-other school activities	8.65	0.16	0.14	0.77	0.88
	Average DEFF				1.21	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Teacher Survey," 1999–2000.

Table G-8c. Design effects and standard errors for selected Private School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000

Region	Selected teacher characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	1st year-reduced schedule	0.16	0.02	0.01	0.75	0.87
	1st year-reduced preparations	0.13	0.01	0.01	0.71	0.84
	1st year-common planning	0.34	0.02	0.02	0.79	0.89
	1st year-seminars	0.38	0.02	0.02	0.76	0.87
	1st year-extra help	0.22	0.02	0.02	0.74	0.86
	1st year-supportive communication	0.79	0.02	0.02	0.78	0.88
	Average DEFF				0.75	
Midwest						
	1st year-reduced schedule	0.11	0.01	0.02	1.72	1.31
	1st year-reduced preparations	0.11	0.01	0.01	1.43	1.20
	1st year-common planning	0.27	0.02	0.02	1.00	1.00
	1st year-seminars	0.29	0.02	0.02	0.95	0.97
	1st year-extra help	0.17	0.02	0.02	1.58	1.26
	1st year-supportive communication	0.80	0.02	0.02	1.41	1.19
	Average DEFF				1.35	
South						
	1st year-reduced schedule	0.17	0.01	0.01	0.78	0.88
	1st year-reduced preparations	0.15	0.01	0.01	0.81	0.90
	1st year-common planning	0.32	0.02	0.02	0.81	0.90
	1st year-seminars	0.38	0.02	0.02	0.79	0.89
	1st year-extra help	0.22	0.02	0.02	0.87	0.93
	1st year-supportive communication	0.81	0.02	0.02	1.13	1.06
	Average DEFF				0.87	
West						
	1st year-reduced schedule	0.20	0.02	0.02	1.21	1.10
	1st year-reduced preparations	0.17	0.02	0.02	1.11	1.05
	1st year-common planning	0.36	0.02	0.02	0.85	0.92
	1st year-seminars	0.46	0.02	0.03	1.51	1.23
	1st year-extra help	0.31	0.02	0.02	1.27	1.13
	1st year-supportive communication	0.85	0.02	0.02	1.37	1.17
	Average DEFF				1.22	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Teacher Survey," 1999–2000.

Table G-9a. Design effects and standard errors for selected Private School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000

Region	Total number of staff...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	With PhD	60.73	17.12	11.16	0.43	0.65
	With education specialist or prof diploma	294.96	39.07	71.56	3.35	1.83
	With LM masters	814.54	68.75	57.33	0.70	0.83
	With other masters	431.51	46.41	46.44	1.00	1.00
	With masters+	130.85	25.12	19.61	0.61	0.78
	With bachelors	842.18	56.98	70.94	1.55	1.25
	With associate degree	170.73	29.59	37.36	1.59	1.26
	Average DEFF				1.32	
Midwest	With PhD	49.18	21.63	27.83	1.65	1.29
	With education specialist or prof diploma	192.90	36.28	38.39	1.12	1.06
	With LM masters	595.37	62.15	52.03	0.70	0.84
	With other masters	364.41	46.29	55.14	1.42	1.19
	With masters+	65.64	20.51	14.49	0.50	0.71
	With bachelors	1,212.12	78.38	104.09	1.76	1.33
	With associate degree	220.41	36.37	39.29	1.17	1.08
	Average DEFF				1.19	
South	With PhD	28.63	15.42	5.62	0.13	0.36
	With education specialist or prof diploma	278.57	47.30	42.28	0.80	0.89
	With LM masters	1,194.38	78.91	85.68	1.18	1.09
	With other masters	391.69	49.72	64.99	1.71	1.31
	With masters+	116.66	25.43	22.29	0.77	0.88
	With bachelors	1,407.72	79.59	142.04	3.19	1.78
	With associate degree	179.20	31.21	51.56	2.73	1.65
	Average DEFF				1.50	
West	With PhD	47.62	18.53	21.08	1.29	1.14
	With education specialist or prof diploma	112.35	23.15	31.18	1.81	1.35
	With LM masters	406.86	50.42	53.70	1.13	1.07
	With other masters	235.37	35.01	52.51	2.25	1.50
	With masters+	37.48	13.77	21.26	2.38	1.54
	With bachelors	443.74	45.10	54.96	1.48	1.22
	With associate degree	192.77	32.62	48.71	2.23	1.49
	Average DEFF				1.80	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Library Media Center Survey," 1999–2000.

Table G-9b. Design effects and standard errors for selected Private School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000

Region	Selected library characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Total expenditure for library materials	4,713.29	398.44	347.93	0.76	0.87
	Seating capacity	34.16	1.36	1.24	0.84	0.92
	Number of books	7,061.23	389.11	260.15	0.45	0.67
	Number of video materials	182.15	14.49	12.82	0.78	0.88
	Number of CD-ROM titles	28.39	3.74	2.61	0.49	0.70
	Items checked out per week	177.95	10.93	8.02	0.54	0.73
	Average DEFF				0.64	
Midwest	Total expenditure for library materials	3,058.35	210.75	135.43	0.41	0.64
	Seating capacity	30.32	0.89	0.78	0.77	0.88
	Number of books	6,909.98	496.98	427.74	0.74	0.86
	Number of video materials	157.27	13.96	14.02	1.01	1.00
	Number of CD-ROM titles	26.21	3.10	2.79	0.81	0.90
	Items checked out per week	225.74	11.72	13.23	1.27	1.13
	Average DEFF				0.84	
South	Total expenditure for library materials	5,622.53	383.24	553.65	2.09	1.44
	Seating capacity	35.71	1.12	1.06	0.89	0.95
	Number of books	7,464.59	443.81	405.69	0.84	0.91
	Number of video materials	206.73	12.81	12.72	0.99	0.99
	Number of CD-ROM titles	18.57	2.35	1.35	0.33	0.57
	Items checked out per week	266.85	30.33	27.20	0.80	0.90
	Average DEFF				0.99	
West	Total expenditure for library materials	4,031.44	376.55	280.45	0.55	0.74
	Seating capacity	30.51	1.47	1.37	0.88	0.94
	Number of books	7,376.19	488.91	805.09	2.71	1.65
	Number of video materials	164.84	13.05	15.72	1.45	1.21
	Number of CD-ROM titles	23.99	3.50	4.69	1.80	1.34
	Items checked out per week	207.63	19.72	21.93	1.24	1.11
	Average DEFF				1.44	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Library Media Center Survey," 1999–2000.

Table G-9c. Design effects and standard errors for selected Private School Library Media Center Questionnaire proportions (M0070, M076, M0082, M0054, M0057, M0060), by region: 1999–2000

Region	Selected library characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Has clerks or aides	0.34	0.02	0.02	1.39	1.18
	Has professional staff, not cert LMS	0.45	0.02	0.03	1.95	1.40
	Has certified media specialists	0.16	0.01	0.01	0.78	0.88
	Individual areas located in library	0.68	0.02	0.02	1.41	1.19
	Work areas located in library	0.71	0.02	0.03	3.24	1.80
	Computer areas located in library	0.78	0.02	0.02	1.41	1.19
	Average DEFF				1.70	
Midwest	Has clerks or aides	0.33	0.02	0.02	1.13	1.07
	Has professional staff, not cert LMS	0.36	0.02	0.02	1.04	1.02
	Has certified media specialists	0.20	0.02	0.01	0.67	0.82
	Individual areas located in library	0.70	0.02	0.02	1.73	1.31
	Work areas located in library	0.77	0.02	0.02	1.63	1.28
	Computer areas located in library	0.74	0.02	0.02	1.25	1.12
	Average DEFF				1.24	
South	Has clerks or aides	0.34	0.02	0.02	1.60	1.27
	Has professional staff, not cert LMS	0.41	0.02	0.03	1.90	1.38
	Has certified media specialists	0.28	0.02	0.02	1.62	1.27
	Individual areas located in library	0.73	0.02	0.02	0.90	0.95
	Work areas located in library	0.74	0.02	0.02	2.08	1.44
	Computer areas located in library	0.74	0.02	0.03	2.43	1.56
	Average DEFF				1.76	
West	Has clerks or aides	0.44	0.02	0.03	1.89	1.38
	Has professional staff, not cert LMS	0.38	0.02	0.03	1.72	1.31
	Has certified media specialists	0.12	0.02	0.02	1.29	1.14
	Individual areas located in library	0.71	0.02	0.03	1.64	1.28
	Work areas located in library	0.73	0.02	0.04	3.31	1.82
	Computer areas located in library	0.74	0.02	0.03	1.79	1.34
	Average DEFF				1.94	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private Library Media Center Survey," 1999–2000.

D. BIA School Surveys

Table G-10a. Design effects and standard errors for selected Indian School Principal Questionnaire totals (A0225, RACETH P, A0227), by region: 1999–2000

Region	Total number of principals...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest						
	With associate degree	1.05	0.25	0.47	3.55	1.89
	With bachelor's degree	3.17	0.41	0.68	2.73	1.65
	With master's degree	14.87	0.55	1.11	4.00	2.00
	With education specialist or prof diploma	1.05	0.25	0.41	2.70	1.64
	With doctorate	2.12	0.35	0.48	1.93	1.39
	With no degree	0	†	†	†	†
	American Indian	14.85	0.55	1.06	3.64	1.91
	Asian/Pacific Islander	0	†	†	†	†
	Black	0	†	†	†	†
	White	7.40	0.55	0.88	2.50	1.58
	Hispanic	0	†	†	†	†
	Male	16.93	0.50	1.33	7.01	2.65
	Female	5.32	0.50	0.65	1.66	1.29
	Average DEFF				3.30	
South						
	With associate degree	0	†	†	†	†
	With bachelor's degree	0	†	†	†	†
	With master's degree	2.12	0.28	0.47	2.79	1.67
	With education specialist or prof diploma	2.12	0.28	0.48	2.84	1.68
	With doctorate	0	†	†	†	†
	With no degree	0	†	†	†	†
	American Indian	2.12	0.28	0.47	2.79	1.67
	Asian/Pacific Islander	0	†	†	†	†
	Black	0	†	†	†	†
	White	1.07	0.25	0.21	0.71	0.84
	Hispanic	1.05	0.25	0.45	3.42	1.85
	Male	2.12	0.28	0.47	2.79	1.67
	Female	2.12	0.28	0.48	2.84	1.68
	Average DEFF				2.60	
West						
	With associate degree	0	†	†	†	†
	With bachelor's degree	1.07	0.28	0.19	0.44	0.67
	With master's degree	72.09	1.10	1.57	2.01	1.42
	With education specialist or prof diploma	16.13	1.01	0.86	0.73	0.85
	With doctorate	3.23	0.49	0.43	0.77	0.88
	With no degree	0	†	†	†	†
	American Indian	43.15	1.33	1.23	0.86	0.93
	Asian/Pacific Islander	0	†	†	†	†
	Black	1.07	0.28	0.20	0.51	0.72
	White	38.71	1.31	1.38	1.11	1.05
	Hispanic	9.60	0.81	0.74	0.83	0.91

See notes at end of table.

Table G-10a. Design effects and standard errors for selected Indian School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000—Continued

Region	Total number of principals...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
	Male	57.02	1.29	1.31	1.02	1.01
	Female	35.50	1.29	1.30	1.01	1.00
	Average DEFF				0.93	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Principal Survey,” 1999–2000.

Table G-10b. Design effects and standard errors for selected Indian School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000

Region	Selected principal characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Years principal other schools	3.99	0.32	0.44	1.94	1.39
	Years teaching before principal	11.52	0.36	0.44	1.54	1.24
	Years teaching since principal	0.91	0.08	0.09	1.23	1.11
	Principal age	48.14	0.38	0.52	1.94	1.39
	Total teaching experience	12.43	0.38	0.47	1.50	1.23
	Average DEFF				1.63	
South	Years principal other schools	5.21	1.00	1.49	2.21	1.49
	Years teaching before principal	18.54	0.92	0.97	1.12	1.06
	Years teaching since principal	1.01	0.16	0.19	1.27	1.13
	Principal age	55.98	0.92	0.78	0.71	0.84
	Total teaching experience	19.55	0.96	1.10	1.29	1.14
	Average DEFF				1.32	
West	Years principal other schools	5.10	0.19	0.15	0.62	0.79
	Years teaching before principal	10.99	0.19	0.17	0.80	0.90
	Years teaching since principal	2.12	0.11	0.10	0.72	0.85
	Principal age	52.67	0.16	0.17	1.09	1.04
	Total teaching experience	13.12	0.23	0.20	0.73	0.85
	Average DEFF				0.79	

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Principal Survey,” 1999–2000.

Table G-10c. Design effects and standard errors for selected Indian School Principal Questionnaire proportions (A0065, A0180, A0058, A0059), by region: 1999–2000

Region	Selected principal characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Program for aspiring principals	0.67	0.02	0.04	2.39	1.55
	Participated in university courses	0.71	0.02	0.03	1.66	1.29
	Department head	0.62	0.03	0.03	1.79	1.34
	Curriculum spec/coordinator	0.14	0.02	0.01	0.60	0.77
	Average DEFF				1.61	
South	Program for aspiring principals	0.25	0.05	0.06	1.21	1.10
	Participated in university courses	0	†	†	†	†
	Department head	0.75	0.05	0.06	1.21	1.10
	Curriculum spec/coordinator	0.25	0.05	0.09	2.96	1.72
	Average DEFF				1.79	
West	Program for aspiring principals	0.70	0.01	0.01	0.63	0.79
	Participated in university courses	0.51	0.01	0.01	0.84	0.92
	Department head	0.59	0.01	0.01	0.60	0.78
	Curriculum spec/coordinator	0.40	0.01	0.01	0.82	0.90
	Average DEFF				0.72	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Principal Survey," 1999–2000.

Table G-11a. Design effects and standard errors for selected Indian School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000

Region	Total number of students...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest						
	Enrollment	5,213.29	116.99	360.48	9.49	3.08
	Hispanic	4.42	0.72	1.46	4.12	2.03
	White	211.28	30.75	63.77	4.30	2.07
	Black	0	†	†	†	†
	American Indian	4,996.58	123.27	363.33	8.69	2.95
	Asian/Pacific Islander	1.01	0.22	0.19	0.73	0.86
	Average DEFF				5.47	
South						
	Enrollment	1,033.50	101.15	225.49	4.97	2.23
	Hispanic	0	†	†	†	†
	White	4.10	0.77	0.69	0.80	0.90
	Black	0	†	†	†	†
	American Indian	1,029.40	101.59	225.28	4.92	2.22
	Asian/Pacific Islander	0	†	†	†	†
	Average DEFF				3.56	
West						
	Enrollment	23,854.55	281.55	657.52	5.45	2.34
	Hispanic	17.45	1.78	2.12	1.42	1.19
	White	63.32	3.66	4.68	1.63	1.28
	Black	5.06	0.86	0.93	1.17	1.08
	American Indian	23,765.58	281.68	656.96	5.44	2.33
	Asian/Pacific Islander	3.15	0.39	0.61	2.39	1.55
	Average DEFF				2.92	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Survey," 1999–2000.

Table G-11b. Design effects and standard errors for selected Indian School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000

Region	Selected student characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Enrollment	226.00	5.07	7.24	2.04	1.43
	Hispanic	0.19	0.03	0.06	3.59	1.89
	White	9.16	1.33	2.75	4.25	2.06
	Black	0	†	†	†	†
	American Indian	216.61	5.34	8.37	2.46	1.57
	Asian/Pacific Islander	0.04	0.01	0.01	0.74	0.86
	Average DEFF				2.61	
South	Enrollment	240.94	23.58	24.57	1.09	1.04
	Hispanic	0	†	†	†	†
	White	0.96	0.18	0.18	0.98	0.99
	Black	0	†	†	†	†
	American Indian	239.99	23.68	24.61	1.08	1.04
	Asian/Pacific Islander	0	†	†	†	†
	Average DEFF				1.05	
West	Enrollment	257.49	3.04	4.79	2.48	1.57
	Hispanic	0.19	0.02	0.02	1.41	1.19
	White	0.68	0.04	0.05	1.62	1.27
	Black	0.05	0.01	0.01	1.17	1.08
	American Indian	256.53	3.04	4.79	2.48	1.58
	Asian/Pacific Islander	0.03	0.00	0.01	2.36	1.54
	Average DEFF				1.92	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Survey," 1999–2000.

Table G-11c. Design effects and standard errors for selected Indian School Questionnaire teacher totals (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Number of teachers	543.64	12.03	39.44	10.75	3.28
	Hispanic	0	†	†	†	†
	White	349.88	10.96	25.87	5.56	2.36
	Black	5.34	0.80	1.40	3.04	1.74
	American Indian	194.41	7.43	19.71	7.04	2.65
	Asian/Pacific Islander	1.07	0.23	0.27	1.45	1.21
	Absent	30.84	1.50	3.53	5.57	2.36
	Average DEFF				5.57	
South	Number of teachers	101.81	6.41	19.82	9.56	3.09
	Hispanic	11.05	2.78	4.69	2.84	1.69
	White	21.10	1.93	3.43	3.17	1.78
	Black	2.21	0.56	0.94	2.84	1.69
	American Indian	68.55	9.81	15.81	2.60	1.61
	Asian/Pacific Islander	0	†	†	†	†
	Absent	1.07	0.27	0.26	0.88	0.94
	Average DEFF				3.65	
West	Number of teachers	1,685.18	20.81	54.22	6.79	2.61
	Hispanic	58.88	1.84	2.69	2.14	1.46
	White	730.32	10.78	23.25	4.65	2.16
	Black	13.43	0.68	0.90	1.73	1.32
	American Indian	890.00	15.40	38.46	6.23	2.50
	Asian/Pacific Islander	5.21	0.45	0.70	2.38	1.54
	Absent	92.05	2.14	3.31	2.40	1.55
	Average DEFF				3.76	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Survey," 1999–2000.

Table G-11d. Design effects and standard errors for selected Indian School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Number of teachers	23.57	0.52	0.76	2.10	1.45
	Hispanic	0	†	†	†	†
	White	15.17	0.48	0.64	1.81	1.34
	Black	0.23	0.03	0.06	2.62	1.62
	American Indian	8.43	0.32	0.62	3.68	1.92
	Asian/Pacific Islander	0.05	0.01	0.01	1.38	1.17
	Absent	1.34	0.06	0.12	3.31	1.82
	Average DEFF				2.48	
South	Number of teachers	23.73	1.49	1.33	0.79	0.89
	Hispanic	2.58	0.65	0.89	1.89	1.38
	White	4.92	0.45	0.31	0.47	0.68
	Black	0.52	0.13	0.18	1.89	1.38
	American Indian	15.98	2.29	2.31	1.02	1.01
	Asian/Pacific Islander	0	†	†	†	†
	Absent	0.25	0.06	0.06	0.77	0.88
	Average DEFF				1.14	
West	Number of teachers	18.19	0.22	0.40	3.15	1.77
	Hispanic	0.64	0.02	0.03	2.10	1.45
	White	7.88	0.12	0.18	2.32	1.52
	Black	0.14	0.01	0.01	1.73	1.32
	American Indian	9.61	0.17	0.34	4.13	2.03
	Asian/Pacific Islander	0.06	0.00	0.01	2.17	1.47
	Absent	0.99	0.02	0.03	1.47	1.21
	Average DEFF				2.44	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Survey," 1999–2000.

Table G-11e. Design effects and standard errors for selected Indian School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000

Region	Selected school characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Program-talented/gifted	0.91	0.01	0.02	2.42	1.56
	Before/After school enrichment	0.73	0.02	0.03	1.87	1.37
	Any eligible for lunch program	1.00	†	†	†	†
	ESL/Bilingual instruction	0.93	0.01	0.01	1.44	1.20
	Average DEFF				1.91	
South	Program-talented/gifted	0.74	0.06	0.09	2.47	1.57
	Before/After school enrichment	0.51	0.06	0.07	1.28	1.13
	Any eligible for lunch program	0.74	0.06	0.09	2.47	1.57
	ESL/Bilingual instruction	0	†	†	†	†
	Average DEFF				2.07	
West	Program-talented/gifted	0.87	0.01	0.01	1.27	1.13
	Before/After school enrichment	0.53	0.01	0.01	1.58	1.26
	Any eligible for lunch program	0.98	0.00	0.00	1.51	1.23
	ESL/Bilingual instruction	0.93	0.01	0.01	1.47	1.21
	Average DEFF				1.46	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Survey," 1999–2000.

Table G-12a. Design effects and standard errors for selected Indian School Teacher Questionnaire totals (T0350, RACETH_T, T0356), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest						
	Received bonus	13.10	8.18	2.28	0.08	0.28
	American Indian	151.14	24.02	13.74	0.33	0.57
	Asian/Pacific Islander	0	†	†	†	†
	Black	0	†	†	†	†
	White	400.70	24.40	32.82	1.81	1.35
	Hispanic	7.89	6.38	1.94	0.09	0.30
	Male	194.58	25.76	27.52	1.14	1.07
	Female	365.15	25.76	24.81	0.93	0.96
	Average DEFF				0.73	
South						
	Received bonus	0	†	†	†	†
	American Indian	45.44	10.45	10.76	1.06	1.03
	Asian/Pacific Islander	0	†	†	†	†
	Black	0	†	†	†	†
	White	23.10	9.45	3.94	0.17	0.42
	Hispanic	13.58	7.81	4.59	0.35	0.59
	Male	21.41	9.23	6.41	0.48	0.69
	Female	60.71	9.23	11.27	1.49	1.22
	Average DEFF				0.71	
West						
	Received bonus	98.70	22.28	7.65	0.12	0.34
	American Indian	841.37	47.78	32.84	0.47	0.69
	Asian/Pacific Islander	22.32	10.84	4.41	0.17	0.41
	Black	0	†	†	†	†
	White	762.88	47.50	31.73	0.45	0.67
	Hispanic	84.13	20.67	5.24	0.06	0.25
	Male	387.89	40.02	21.27	0.28	0.53
	Female	1,322.80	40.02	38.81	0.94	0.97
	Average DEFF				0.36	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Teacher Survey," 1999–2000.

Table G-12b. Design effects and standard errors for selected Indian School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Years teaching full time	7.75	0.68	0.34	0.25	0.50
	Years teaching part time	0.33	0.13	0.05	0.17	0.41
	Number of students	15.11	1.17	0.46	0.16	0.39
	Hours teaching English	8.20	0.68	0.24	0.13	0.36
	Hours teaching math	4.70	0.39	0.10	0.07	0.27
	Hours teaching social studies	3.29	0.43	0.11	0.07	0.26
	Hours teaching science	2.49	0.34	0.14	0.17	0.41
	Outside Hours-other school activities	6.38	0.47	0.17	0.13	0.36
	Average DEFF				0.14	
South	Years teaching full time	11.72	2.40	0.94	0.15	0.39
	Years teaching part time	0.21	0.14	0.05	0.11	0.33
	Number of students	12.91	2.02	0.50	0.06	0.25
	Hours teaching English	10.88	3.24	1.08	0.11	0.33
	Hours teaching math	5.69	2.24	0.69	0.09	0.31
	Hours teaching social studies	4.77	1.19	0.38	0.10	0.32
	Hours teaching science	4.42	1.92	0.71	0.14	0.37
	Outside Hours-other school activities	6.42	1.12	0.23	0.04	0.20
	Average DEFF				0.10	
West	Years teaching full time	12.29	0.51	0.23	0.21	0.45
	Years teaching part time	0.53	0.09	0.03	0.10	0.32
	Number of students	19.57	0.55	0.15	0.07	0.27
	Hours teaching English	9.62	0.35	0.14	0.15	0.39
	Hours teaching math	5.52	0.20	0.05	0.06	0.25
	Hours teaching social studies	2.93	0.16	0.04	0.07	0.26
	Hours teaching science	2.79	0.15	0.04	0.06	0.24
	Outside Hours-other school activities	7.13	0.30	0.11	0.13	0.36
	Average DEFF				0.11	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Teacher Survey," 1999–2000.

Table G-12c. Design effects and standard errors for selected Indian School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000

Region	Selected teacher characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest						
	1st year-reduced schedule	0.07	0.05	0.02	0.12	0.35
	1st year-reduced preparations	0.04	0.04	0.01	0.18	0.42
	1st year-common planning	0.17	0.07	0.03	0.17	0.41
	1st year-seminars	0.08	0.05	0.02	0.14	0.38
	1st year-extra help	0.22	0.08	0.03	0.14	0.38
	1st year-supportive communication	0.33	0.09	0.05	0.34	0.59
	Average DEFF				0.18	
South						
	1st year-reduced schedule	0	†	†	†	†
	1st year-reduced preparations	0	†	†	†	†
	1st year-common planning	0	†	†	†	†
	1st year-seminars	0.18	0.17	0.03	0.04	0.20
	1st year-extra help	0.60	0.22	0.08	0.12	0.34
	1st year-supportive communication	1.00	†	†	†	†
	Average DEFF				0.08	
West						
	1st year-reduced schedule	0.12	0.04	0.01	0.12	0.34
	1st year-reduced preparations	0.08	0.03	0.01	0.09	0.30
	1st year-common planning	0.39	0.06	0.02	0.08	0.27
	1st year-seminars	0.27	0.06	0.01	0.06	0.25
	1st year-extra help	0.48	0.06	0.02	0.10	0.31
	1st year-supportive communication	0.62	0.06	0.02	0.10	0.32
	Average DEFF				0.09	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Teacher Survey," 1999–2000.

Table G-13a. Design effects and standard errors for selected Indian School Library Media Center Questionnaire totals (M0089, M0090, M0091, M0092, M0093, M0094, M0095), by region: 1999–2000

Region	Total number of staff...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	With PhD	0	†	†	†	†
	With education specialist or prof diploma	1.02	0.25	0.20	0.65	0.81
	With LM masters	4.34	0.46	0.81	3.15	1.77
	With other masters	0	†	†	†	†
	With masters+	1.02	0.25	0.20	0.65	0.81
	With bachelors	14.79	0.66	1.24	3.50	1.87
	With associate degree	0	†	†	†	†
	Average DEFF				1.99	
South	With PhD	0	†	†	†	†
	With education specialist or prof diploma	0	†	†	†	†
	With LM masters	1.11	0.26	0.41	2.48	1.58
	With other masters	1.02	0.26	0.20	0.59	0.77
	With masters+	0	†	†	†	†
	With bachelors	2.13	0.52	0.51	0.97	0.98
	With associate degree	0	†	†	†	†
	Average DEFF				1.35	
West	With PhD	0	†	†	†	†
	With education specialist or prof diploma	6.31	0.50	0.89	3.23	1.80
	With LM masters	14.56	0.69	0.73	1.11	1.05
	With other masters	7.25	0.53	0.65	1.53	1.24
	With masters+	3.20	0.36	0.60	2.76	1.66
	With bachelors	27.13	0.81	1.12	1.91	1.38
	With associate degree	1.02	0.21	0.21	1.05	1.03
	Average DEFF				1.93	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Library Media Center Survey," 1999–2000.

Table G-13b. Design effects and standard errors for selected Indian School Library Media Center Questionnaire averages (M0164, M0053, M0149, M0152, M0155, M0195), by region: 1999–2000

Region	Selected library characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Total expenditure for library materials	10,592.45	508.84	734.89	2.09	1.44
	Seating capacity	36.53	1.01	1.55	2.35	1.53
	Number of books	7,776.42	229.96	300.58	1.71	1.31
	Number of video materials	403.69	18.32	25.82	1.99	1.41
	Number of CD-ROM titles	41.27	2.67	3.41	1.63	1.28
	Items checked out per week	252.39	10.11	13.35	1.74	1.32
	Average DEFF				1.92	
South	Total expenditure for library materials	4,689.48	336.52	310.05	0.85	0.92
	Seating capacity	40.38	2.42	1.66	0.47	0.69
	Number of books	6,874.77	182.43	191.01	1.10	1.05
	Number of video materials	262.38	5.84	6.01	1.06	1.03
	Number of CD-ROM titles	72.56	3.22	2.01	0.39	0.62
	Items checked out per week	240.26	41.36	26.71	0.42	0.65
	Average DEFF				0.71	
West	Total expenditure for library materials	8,397.12	284.45	329.05	1.34	1.16
	Seating capacity	40.51	0.49	0.70	2.03	1.42
	Number of books	8,310.11	291.47	365.23	1.57	1.25
	Number of video materials	252.90	8.29	9.46	1.30	1.14
	Number of CD-ROM titles	37.96	2.11	2.17	1.06	1.03
	Items checked out per week	243.99	4.62	4.52	0.96	0.98
	Average DEFF				1.38	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Library Media Center Survey," 1999–2000.

Table G-13c. Design effects and standard errors for selected Indian School Library Media Center Questionnaire proportions (M0070, M0076, M0082, M0054, M0057, M0060), by region: 1999–2000

Region	Selected library characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Midwest	Has clerks or aides	0.37	0.02	0.03	1.77	1.33
	Has professional staff, not cert LMS	0.27	0.02	0.03	1.61	1.27
	Has certified media specialists	0.55	0.02	0.04	2.16	1.47
	Individual areas located in library	0.82	0.02	0.02	1.39	1.18
	Work areas located in library	0.87	0.02	0.02	0.84	0.92
	Computer areas located in library	0.82	0.02	0.02	1.61	1.27
	Average DEFF				1.56	
South	Has clerks or aides	0.35	0.07	0.09	1.57	1.25
	Has professional staff, not cert LMS	0	†	†	†	†
	Has certified media specialists	1.00	†	†	†	†
	Individual areas located in library	0.33	0.07	0.07	0.96	0.98
	Work areas located in library	1.00	†	†	†	†
	Computer areas located in library	1.00	†	†	†	†
	Average DEFF				1.27	
West	Has clerks or aides	0.58	0.01	0.01	1.62	1.27
	Has professional staff, not cert LMS	0.28	0.01	0.01	1.33	1.15
	Has certified media specialists	0.48	0.01	0.01	1.52	1.23
	Individual areas located in library	0.72	0.01	0.01	1.74	1.32
	Work areas located in library	0.85	0.01	0.01	0.68	0.82
	Computer areas located in library	0.79	0.01	0.01	1.60	1.27
	Average DEFF				1.41	

† Not applicable.

¹ Standard error calculated taking into account the sample design.² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.³ DEFT is the square root of the DEFF.⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA Library Media Center Survey," 1999–2000.

E. Public Charter School Surveys

Table G-14a. Design effects and standard errors for selected Public Charter School Principal Questionnaire totals (A0225, RACETH P, A0227), by region: 1999–2000

Region	Total number of principals...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	With associate degree	0	†	†	†	†
	With bachelor's degree	10.33	1.11	1.63	2.13	1.46
	With master's degree	45.04	1.86	2.00	1.16	1.08
	With education specialist or prof diploma	27.12	1.64	1.97	1.45	1.20
	With doctorate	23.92	1.57	2.00	1.63	1.27
	With no degree	0	†	†	†	†
	American Indian	0	†	†	†	†
	Asian/Pacific Islander	1.12	0.38	0.56	2.11	1.45
	Black	29.17	1.68	2.07	1.52	1.23
	White	71.62	1.77	2.85	2.61	1.62
	Hispanic	4.50	0.76	0.84	1.22	1.11
	Male	57.75	1.88	2.81	2.25	1.50
	Female	48.66	1.88	2.83	2.28	1.51
	Average DEFF				1.83	
Midwest						
	With associate degree	0	†	†	†	†
	With bachelor's degree	45.06	1.63	2.51	2.39	1.54
	With master's degree	99.95	2.02	3.50	2.99	1.73
	With education specialist or prof diploma	36.92	1.51	2.72	3.26	1.81
	With doctorate	43.31	1.60	2.86	3.19	1.79
	With no degree	1.19	0.29	0.44	2.26	1.50
	American Indian	2.21	0.40	0.61	2.34	1.53
	Asian/Pacific Islander	2.05	0.39	0.52	1.84	1.36
	Black	48.59	1.67	2.55	2.31	1.52
	White	166.12	1.80	3.31	3.38	1.84
	Hispanic	7.46	0.73	1.25	2.95	1.72
	Male	108.21	2.04	3.37	2.74	1.65
	Female	118.22	2.04	3.78	3.44	1.86
	Average DEFF				2.76	
South						
	With associate degree	3.20	0.56	0.64	1.33	1.15
	With bachelor's degree	32.64	1.67	2.25	1.81	1.35
	With master's degree	109.65	2.45	3.54	2.09	1.44
	With education specialist or prof diploma	57.56	2.09	2.48	1.41	1.19
	With doctorate	41.81	1.85	2.62	2.01	1.42
	With no degree	3.28	0.56	0.68	1.45	1.20
	American Indian	2.35	0.48	0.61	1.63	1.27
	Asian/Pacific Islander	3.21	0.56	0.78	1.97	1.40
	Black	77.95	2.29	3.04	1.75	1.32
	White	138.31	2.45	3.69	2.26	1.50
	Hispanic	26.33	1.52	1.90	1.56	1.25

See notes at end of table.

**Table G-14a. Design effects and standard errors for selected Public Charter School Principal Questionnaire totals (A0225, RACETH_P, A0227), by region: 1999–2000—
Continued**

Region	Total number of principals...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
	Male	99.73	2.42	3.35	1.92	1.38
	Female	148.42	2.42	4.21	3.02	1.74
	Average DEFF				1.86	
West	With associate degree	3.46	0.67	1.22	3.29	1.81
	With bachelor's degree	86.51	2.99	4.38	2.16	1.47
	With master's degree	190.79	3.64	4.72	1.68	1.29
	With education specialist or prof diploma	54.99	2.50	3.21	1.66	1.29
	With doctorate	65.51	2.68	3.46	1.66	1.29
	With no degree	5.77	0.86	1.21	1.95	1.40
	American Indian	10.09	1.14	1.34	1.39	1.18
	Asian/Pacific Islander	11.36	1.20	1.59	1.76	1.33
	Black	25.11	1.76	2.65	2.27	1.51
	White	321.21	2.98	5.13	2.97	1.72
	Hispanic	39.26	2.16	2.90	1.81	1.35
	Male	189.07	3.64	5.57	2.34	1.53
	Female	217.96	3.64	5.59	2.35	1.53
	Average DEFF				2.10	

† Not applicable.

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter School Principal Survey," 1999–2000.

Table G-14b. Design effects and standard errors for selected Public Charter School Principal Questionnaire averages (A0054, A0055, A0056, AGE_P, TCHEXPER), by region: 1999–2000

Region	Selected principal characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Years principal other schools	6.29	0.31	0.38	1.49	1.22
	Years teaching before principal	10.44	0.28	0.37	1.85	1.36
	Years teaching since principal	2.18	0.16	0.23	2.08	1.44
	Principal age	49.73	0.31	0.36	1.33	1.15
	Total teaching experience	12.63	0.31	0.39	1.56	1.25
	Average DEFF				1.66	
Midwest	Years principal other schools	6.35	0.15	0.20	1.72	1.31
	Years teaching before principal	10.42	0.14	0.22	2.35	1.53
	Years teaching since principal	1.99	0.08	0.10	1.45	1.21
	Principal age	48.70	0.18	0.27	2.32	1.52
	Total teaching experience	12.41	0.17	0.26	2.35	1.53
	Average DEFF				2.04	
South	Years principal other schools	3.59	0.13	0.15	1.44	1.20
	Years teaching before principal	9.82	0.17	0.24	2.17	1.47
	Years teaching since principal	1.67	0.08	0.11	2.18	1.48
	Principal age	47.91	0.19	0.25	1.64	1.28
	Total teaching experience	11.49	0.18	0.27	2.19	1.48
	Average DEFF				1.92	
West	Years principal other schools	3.63	0.10	0.15	2.05	1.43
	Years teaching before principal	10.34	0.14	0.18	1.65	1.28
	Years teaching since principal	1.69	0.05	0.07	1.95	1.40
	Principal age	47.99	0.16	0.22	2.02	1.42
	Total teaching experience	12.03	0.15	0.19	1.67	1.29
	Average DEFF				1.87	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter School Principal Survey," 1999–2000.

Table G-14c. Design effects and standard errors for selected Public Charter School Principal Questionnaire proportions (A0065, A0180, A0207, A0221, A0058, A0059), by region: 1999–2000

Region	Selected principal characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Program for aspiring principals	0.48	0.02	0.02	1.63	1.28
	Participated in university courses	0.33	0.02	0.02	1.64	1.28
	State/District has school performance goals	0.80	0.01	0.02	2.00	1.41
	School improvement plan	0.63	0.02	0.02	1.56	1.25
	Department head	0.27	0.02	0.02	1.87	1.37
	Curriculum specialist/coordinator	0.30	0.02	0.02	1.59	1.26
	Average DEFF				1.72	
Midwest	Program for aspiring principals	0.44	0.01	0.01	2.08	1.44
	Participated in university courses	0.59	0.01	0.01	1.89	1.37
	State/District has school performance goals	0.87	0.01	0.01	2.26	1.50
	School improvement plan	0.80	0.01	0.01	2.38	1.54
	Department head	0.36	0.01	0.01	2.40	1.55
	Curriculum specialist/coordinator	0.27	0.01	0.01	1.87	1.37
	Average DEFF				2.15	
South	Program for aspiring principals	0.51	0.01	0.01	1.79	1.34
	Participated in university courses	0.32	0.01	0.01	1.48	1.22
	State/District has school performance goals	0.93	0.01	0.01	1.51	1.23
	School improvement plan	0.70	0.01	0.01	2.20	1.48
	Department head	0.45	0.01	0.01	2.07	1.44
	Curriculum specialist/coordinator	0.34	0.01	0.01	1.80	1.34
	Average DEFF				1.81	
West	Program for aspiring principals	0.48	0.01	0.01	2.03	1.42
	Participated in university courses	0.46	0.01	0.01	1.93	1.39
	State/District has school performance goals	0.88	0.01	0.01	2.02	1.42
	School improvement plan	0.68	0.01	0.01	2.03	1.43
	Department head	0.47	0.01	0.01	2.55	1.60
	Curriculum specialist/coordinator	0.39	0.01	0.01	2.02	1.42
	Average DEFF				2.10	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter School Principal Survey," 1999–2000.

Table G-15a. Design effects and standard errors for selected Public Charter School Questionnaire student totals (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000

Region	Total number of students...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Enrollment	24,608.45	771.90	756.19	0.96	0.98
	Hispanic	4,189.78	315.74	354.75	1.26	1.12
	White	9,491.09	679.77	561.57	0.68	0.83
	Black	10,382.53	554.73	603.24	1.18	1.09
	American Indian	109.93	18.09	17.02	0.88	0.94
	Asian/Pacific Islander	435.13	38.83	26.41	0.46	0.68
	Average DEFF				0.91	
Midwest						
	Enrollment	52,080.53	1,256.59	1,341.57	1.14	1.07
	Hispanic	3,564.52	307.81	394.90	1.65	1.28
	White	20,614.09	686.32	591.55	0.74	0.86
	Black	26,462.79	1,138.72	986.43	0.75	0.87
	American Indian	635.34	66.64	58.62	0.77	0.88
	Asian/Pacific Islander	803.80	118.27	125.07	1.12	1.06
	Average DEFF				1.03	
South						
	Enrollment	67,431.88	1,625.16	1,496.38	0.85	0.92
	Hispanic	11,522.03	623.03	673.71	1.17	1.08
	White	29,236.74	1,211.10	974.17	0.65	0.80
	Black	24,724.73	754.80	967.77	1.64	1.28
	American Indian	472.50	92.29	112.60	1.49	1.22
	Asian/Pacific Islander	1,475.88	113.63	127.91	1.27	1.13
	Average DEFF				1.18	
West						
	Enrollment	122,599.78	3,091.99	3,338.82	1.17	1.08
	Hispanic	36,194.63	1,475.85	1,569.31	1.13	1.06
	White	64,399.02	1,883.21	2,286.78	1.47	1.21
	Black	11,209.79	663.12	791.93	1.43	1.19
	American Indian	4,918.63	403.06	546.58	1.84	1.36
	Asian/Pacific Islander	5,877.71	454.02	493.03	1.18	1.09
	Average DEFF				1.37	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Survey," 1999–2000.

Table G-15b. Design effects and standard errors for selected Public Charter School Questionnaire student averages (ENRK12UG, S0096, S0097, S0098, S0099, S0100), by region: 1999–2000

Region	Selected student characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Enrollment	226.85	7.12	7.25	1.04	1.02
	Hispanic	38.62	2.91	3.35	1.32	1.15
	White	87.49	6.27	5.20	0.69	0.83
	Black	95.71	5.11	5.61	1.20	1.10
	American Indian	1.01	0.17	0.17	0.98	0.99
	Asian/Pacific Islander	4.01	0.36	0.25	0.49	0.70
	Average DEFF				0.95	
Midwest	Enrollment	225.25	5.43	5.26	0.94	0.97
	Hispanic	15.42	1.33	1.66	1.56	1.25
	White	89.16	2.97	2.47	0.69	0.83
	Black	114.45	4.93	4.11	0.69	0.83
	American Indian	2.75	0.29	0.25	0.75	0.87
	Asian/Pacific Islander	3.48	0.51	0.54	1.12	1.06
	Average DEFF				0.96	
South	Enrollment	266.84	6.43	5.18	0.65	0.81
	Hispanic	45.59	2.47	2.64	1.15	1.07
	White	115.69	4.79	3.84	0.64	0.80
	Black	97.84	2.99	3.48	1.36	1.16
	American Indian	1.87	0.37	0.45	1.51	1.23
	Asian/Pacific Islander	5.84	0.45	0.50	1.24	1.11
	Average DEFF				1.09	
West	Enrollment	293.58	7.40	7.50	1.03	1.01
	Hispanic	86.67	3.53	3.57	1.02	1.01
	White	154.21	4.51	5.36	1.41	1.19
	Black	26.84	1.59	1.87	1.38	1.18
	American Indian	11.78	0.97	1.31	1.84	1.36
	Asian/Pacific Islander	14.07	1.09	1.17	1.17	1.08
	Average DEFF				1.31	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Survey," 1999–2000.

Table G-15c. Design effects and standard errors for selected Public Charter School Questionnaire teacher totals(NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Number of teachers	1,918.80	67.52	66.61	0.97	0.99
	Hispanic	138.55	10.39	11.24	1.17	1.08
	White	1,515.29	64.97	59.33	0.83	0.91
	Black	343.39	21.73	24.99	1.32	1.15
	American Indian	4.55	0.98	0.79	0.65	0.80
	Asian/Pacific Islander	33.28	2.90	2.87	0.98	0.99
	Absent	76.80	5.22	4.85	0.87	0.93
	Average DEFF				0.97	
Midwest						
	Number of teachers	3,298.89	97.10	159.10	2.69	1.64
	Hispanic	127.85	14.21	25.94	3.33	1.83
	White	2,523.38	56.67	76.38	1.82	1.35
	Black	776.59	56.33	89.79	2.54	1.59
	American Indian	25.09	2.49	2.88	1.34	1.16
	Asian/Pacific Islander	33.44	2.80	3.66	1.72	1.31
	Absent	114.48	6.39	6.04	0.89	0.94
	Average DEFF				2.05	
South						
	Number of teachers	4,572.59	103.10	102.36	0.99	0.99
	Hispanic	401.27	21.50	21.30	0.98	0.99
	White	2,988.16	93.27	80.82	0.75	0.87
	Black	1,297.58	51.10	59.99	1.38	1.17
	American Indian	20.74	3.10	4.26	1.88	1.37
	Asian/Pacific Islander	53.22	3.35	4.44	1.75	1.32
	Absent	228.65	7.96	8.69	1.19	1.09
	Average DEFF				1.27	
West						
	Number of teachers	6,592.79	145.62	153.20	1.11	1.05
	Hispanic	740.48	40.68	40.09	0.97	0.99
	White	5,764.33	125.26	141.15	1.27	1.13
	Black	286.38	14.62	18.68	1.63	1.28
	American Indian	168.53	20.00	30.06	2.26	1.50
	Asian/Pacific Islander	234.75	17.07	21.63	1.61	1.27
	Absent	224.17	10.57	10.33	0.96	0.98
	Average DEFF				1.40	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public Charter School Survey,” 1999–2000.

Table G-15d. Design effects and standard errors for selected Public Charter School Questionnaire teacher averages (NUMTCH, S0249, S0250, S0251, S0252, S0253, S0255), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Number of teachers	17.69	0.62	0.64	1.07	1.03
	Hispanic	1.28	0.10	0.11	1.29	1.14
	White	13.97	0.60	0.54	0.82	0.91
	Black	3.17	0.20	0.24	1.44	1.20
	American Indian	0.04	0.01	0.01	0.63	0.79
	Asian/Pacific Islander	0.31	0.03	0.03	1.04	1.02
	Absent	0.71	0.05	0.05	0.99	0.99
	Average DEFF				1.04	
Midwest	Number of teachers	14.27	0.42	0.63	2.25	1.50
	Hispanic	0.55	0.06	0.11	3.20	1.79
	White	10.91	0.25	0.28	1.34	1.16
	Black	3.36	0.24	0.38	2.40	1.55
	American Indian	0.11	0.01	0.01	1.27	1.13
	Asian/Pacific Islander	0.14	0.01	0.02	1.70	1.30
	Absent	0.50	0.03	0.03	0.84	0.92
	Average DEFF				1.86	
South	Number of teachers	18.09	0.41	0.37	0.83	0.91
	Hispanic	1.59	0.09	0.08	0.97	0.99
	White	11.82	0.37	0.32	0.74	0.86
	Black	5.13	0.20	0.22	1.20	1.10
	American Indian	0.08	0.01	0.02	1.94	1.39
	Asian/Pacific Islander	0.21	0.01	0.02	1.74	1.32
	Absent	0.90	0.03	0.03	1.08	1.04
	Average DEFF				1.21	
West	Number of teachers	15.79	0.35	0.34	0.93	0.97
	Hispanic	1.77	0.10	0.09	0.91	0.95
	White	13.80	0.30	0.32	1.13	1.06
	Black	0.69	0.03	0.04	1.55	1.25
	American Indian	0.40	0.05	0.07	2.27	1.51
	Asian/Pacific Islander	0.56	0.04	0.05	1.58	1.26
	Absent	0.54	0.03	0.03	0.99	1.00
	Average DEFF				1.34	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Survey," 1999–2000.

Table G-15e. Design effects and standard errors for selected Public Charter School Questionnaire school proportions (S0126, S0147, S0282, S0330), by region: 1999–2000

Region	Selected school characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	Program-talented/gifted	0.13	0.02	0.01	0.79	0.89
	Before/After school enrichment	0.75	0.02	0.02	0.73	0.85
	Any eligible for lunch program	0.93	0.01	0.01	1.23	1.11
	ESL/Bilingual instruction	0.65	0.05	0.06	1.29	1.14
	Average DEFF				1.01	
Midwest	Program-talented/gifted	0.22	0.01	0.01	1.27	1.13
	Before/After school enrichment	0.53	0.01	0.01	1.10	1.05
	Any eligible for lunch program	0.90	0.01	0.01	0.84	0.92
	ESL/Bilingual instruction	0.83	0.03	0.03	1.45	1.20
	Average DEFF				1.17	
South	Program-talented/gifted	0.42	0.01	0.01	1.25	1.12
	Before/After school enrichment	0.65	0.01	0.01	1.42	1.19
	Any eligible for lunch program	0.93	0.01	0.01	1.74	1.32
	ESL/Bilingual instruction	0.93	0.01	0.01	1.00	1.00
	Average DEFF				1.35	
West	Program-talented/gifted	0.37	0.01	0.01	1.53	1.24
	Before/After school enrichment	0.58	0.01	0.01	1.83	1.35
	Any eligible for lunch program	0.86	0.01	0.01	1.54	1.24
	ESL/Bilingual instruction	0.88	0.01	0.01	1.47	1.21
	Average DEFF				1.59	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Survey," 1999–2000.

Table G-16a. Design effects and standard errors for selected Public Charter School Teacher Questionnaire totals (T0350, RACETH T, T0356), by region: 1999–2000

Region	Total number of teachers...	Total	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Received bonus	150.47	30.44	20.45	0.45	0.67
	American Indian	14.67	9.83	5.38	0.30	0.55
	Asian/Pacific Islander	20.57	11.62	3.48	0.09	0.30
	Black	311.99	41.99	32.56	0.60	0.78
	White	1,656.99	48.69	76.39	2.46	1.57
	Hispanic	108.65	26.14	10.42	0.16	0.40
	Male	620.82	53.92	38.84	0.52	0.72
	Female	1,492.04	53.92	55.91	1.08	1.04
	Average DEFF				0.71	
Midwest						
	Received bonus	490.37	39.12	25.60	0.43	0.65
	American Indian	39.79	11.96	6.02	0.25	0.50
	Asian/Pacific Islander	81.82	17.05	9.72	0.32	0.57
	Black	586.45	42.07	36.29	0.74	0.86
	White	2,647.66	47.04	201.90	18.42	4.29
	Hispanic	81.36	17.00	9.52	0.31	0.56
	Male	915.67	49.44	90.15	3.32	1.82
	Female	2,521.41	49.44	127.38	6.64	2.58
	Average DEFF				3.81	
South						
	Received bonus	979.32	74.14	44.55	0.36	0.60
	American Indian	11.94	9.17	2.42	0.07	0.26
	Asian/Pacific Islander	46.69	18.06	7.07	0.15	0.39
	Black	990.81	74.46	58.41	0.62	0.78
	White	3,287.87	85.20	87.66	1.06	1.03
	Hispanic	447.74	53.52	39.74	0.55	0.74
	Male	932.01	72.78	44.35	0.37	0.61
	Female	3,853.05	72.78	88.17	1.47	1.21
	Average DEFF				0.58	
West						
	Received bonus	975.75	63.48	40.96	0.42	0.65
	American Indian	134.43	25.12	20.05	0.64	0.80
	Asian/Pacific Islander	287.10	36.31	36.09	0.99	0.99
	Black	176.70	28.71	18.52	0.42	0.65
	White	5,755.53	73.10	145.28	3.95	1.99
	Hispanic	788.06	57.91	43.31	0.56	0.75
	Male	2,021.25	83.26	87.71	1.11	1.05
	Female	5,120.56	83.26	115.68	1.93	1.39
	Average DEFF				1.25	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter Teacher Survey," 1999–2000.

Table G-16b. Design effects and standard errors for selected Public Charter School Teacher Questionnaire averages (T0065, T0066, T0208, T0209, T0210, T0211, T0212, T0277), by region: 1999–2000

Region	Selected teacher characteristics	Average	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast						
	Years teaching full time	3.62	0.26	0.19	0.52	0.72
	Years teaching part time	0.80	0.13	0.06	0.23	0.48
	Number of students	19.57	0.64	0.30	0.22	0.47
	Hours teaching English	9.21	0.49	0.31	0.39	0.62
	Hours teaching math	5.25	0.37	0.25	0.46	0.68
	Hours teaching social studies	3.52	0.38	0.20	0.29	0.54
	Hours teaching Science	2.39	0.18	0.10	0.32	0.56
	Outside hours-other school activities	8.28	0.35	0.21	0.37	0.61
	Average DEFF				0.35	
Midwest						
	Years teaching full time	4.72	0.21	0.34	2.61	1.62
	Years teaching part time	0.60	0.05	0.03	0.38	0.62
	Number of students	23.31	0.49	0.47	0.90	0.95
	Hours teaching English	8.92	0.24	0.14	0.31	0.56
	Hours teaching math	5.21	0.15	0.08	0.27	0.52
	Hours teaching social studies	3.15	0.14	0.10	0.49	0.70
	Hours teaching Science	2.80	0.11	0.08	0.47	0.68
	Outside hours-other school activities	9.39	0.22	0.12	0.28	0.53
	Average DEFF				0.71	
South						
	Years teaching full time	6.91	0.32	0.19	0.34	0.58
	Years teaching part time	0.33	0.04	0.02	0.15	0.39
	Number of students	21.26	0.57	0.25	0.19	0.44
	Hours teaching English	9.31	0.32	0.14	0.20	0.45
	Hours teaching math	5.20	0.19	0.08	0.20	0.45
	Hours teaching social studies	3.21	0.18	0.09	0.27	0.52
	Hours teaching Science	2.59	0.14	0.06	0.17	0.41
	Outside hours-other school activities	7.66	0.21	0.10	0.21	0.46
	Average DEFF				0.22	
West						
	Years teaching full time	5.90	0.19	0.16	0.65	0.80
	Years teaching part time	0.86	0.06	0.04	0.51	0.72
	Number of students	22.51	0.38	0.37	0.93	0.97
	Hours teaching English	8.63	0.19	0.16	0.75	0.87
	Hours teaching math	5.27	0.13	0.08	0.45	0.67
	Hours teaching social studies	3.37	0.11	0.07	0.43	0.66
	Hours teaching Science	2.71	0.09	0.05	0.31	0.56
	Outside hours-other school activities	9.11	0.17	0.11	0.40	0.64
	Average DEFF				0.56	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Charter Teacher Survey,” 1999–2000.

Table G-16c. Design effects and standard errors for selected Public Charter School Teacher Questionnaire proportions (T0137, T0138, T0139, T0140, T0141, T0142), by region: 1999–2000

Region	Selected teacher characteristics	Proportion	SRS S.E. ¹	Design S.E. ²	DEFF ³	DEFT ⁴
Northeast	1st year-reduced schedule	0.09	0.02	0.01	0.30	0.55
	1st year-reduced preparations	0.09	0.02	0.01	0.27	0.52
	1st year-common planning	0.43	0.04	0.02	0.26	0.51
	1st year-seminars	0.40	0.04	0.02	0.31	0.56
	1st year-extra help	0.34	0.03	0.02	0.50	0.71
	1st year-supportive communication	0.74	0.03	0.02	0.36	0.60
	Average DEFF				0.33	
Midwest	1st year-reduced schedule	0.08	0.01	0.01	0.32	0.57
	1st year-reduced preparations	0.10	0.01	0.01	0.32	0.56
	1st year-common planning	0.39	0.02	0.01	0.49	0.70
	1st year-seminars	0.40	0.02	0.02	0.50	0.70
	1st year-extra help	0.40	0.02	0.01	0.36	0.60
	1st year-supportive communication	0.65	0.02	0.01	0.30	0.55
	Average DEFF				0.38	
South	1st year-reduced schedule	0.10	0.02	0.01	0.20	0.45
	1st year-reduced preparations	0.12	0.02	0.01	0.18	0.43
	1st year-common planning	0.50	0.03	0.01	0.17	0.42
	1st year-seminars	0.52	0.03	0.01	0.28	0.53
	1st year-extra help	0.32	0.03	0.01	0.27	0.52
	1st year-supportive communication	0.74	0.02	0.01	0.18	0.42
	Average DEFF				0.21	
West	1st year-reduced schedule	0.12	0.01	0.01	0.43	0.66
	1st year-reduced preparations	0.11	0.01	0.01	0.40	0.63
	1st year-common planning	0.41	0.02	0.01	0.38	0.61
	1st year-seminars	0.46	0.02	0.01	0.41	0.64
	1st year-extra help	0.36	0.02	0.01	0.60	0.78
	1st year-supportive communication	0.74	0.02	0.01	0.31	0.55
	Average DEFF				0.42	

¹ Standard error calculated taking into account the sample design.

² DEFF is the variance assuming a complex random sample divided by the variance assuming a simple random sample.

³ DEFT is the square root of the DEFF.

⁴ Standard error calculated under assumption of simple random sampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Charter Teacher Survey," 1999–2000.

Appendix H. Response Variance in the 1999–2000 Schools and Staffing Survey

This appendix contains a report on response variance in the 1999–2000 SASS. It was written by Sharon Ennis and David Miller, of the Quality Assurance and Evaluation Branch, Demographic Statistical Methods Division, U.S. Census Bureau. It is presented in its entirety, with the exception of attachment D. That attachment presented the opinions of one individual and was judged inappropriate for general publication.

A report on response variance in the 1993–94 SASS is available as an NCES Working Paper. See *Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report* (NCES 98-02), by John Bushery, Irwin Schreiner, and Gene Sebron, of the U.S. Census Bureau (<http://nces.ed.gov/pubs98/9802.pdf>).

Response Variance in the 1999-2000 Schools and Staffing Survey

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TABLE OF CONTENTS

I.	Summary	1
A.	Major Findings	1
1.	The Public and Private School Surveys	1
2.	The Public and Private School Teacher Surveys	3
B.	Recommendations	5
II.	Methodology	6
A.	Reinterview Sample Design and Response Rates	6
1.	The Public and Private School Surveys	6
2.	The Public and Private School Teacher Surveys	7
B.	Reinterview Procedures	7
C.	Reinterview Model Assumptions	8
D.	Measures Used to Estimate Response Variance	8
1.	Index of Inconsistency	9
2.	Gross Difference Rate	10
3.	Net Difference Rate	11
4.	Cross-Tabulations	11
E.	Limitations	12
III.	Detailed Results	12
A.	Public and Private School Reinterviews	13
1.	General Information	13
2.	Admissions and Performance	14
3.	Students and Class Organization	16
4.	Parent Involvement and School Safety	18
5.	Technology	20
6.	Special Programs and Services	22
B.	Public and Private School Teacher Reinterviews	27
1.	Teaching Experience	28
2.	Professional Development	29
3.	Resources and Assessment of Students	32
4.	Working Conditions	34
5.	Decision Making	35
6.	Demographic Information	36
	References	37
	Attachment A: Public School Reinterview Questionnaire	A-1
	Attachment B: Private School Reinterview Questionnaire	B-1
	Attachment C: Teacher Reinterview Questionnaire	C-1

Attachment D: CSMR Comments and Recommendations	D-1
[This attachment represents the opinions of one individual and is not included in the 1999-2000 SASS Data File User's Manual.]	
Attachment E: Response Variance Formulas	E-1
Attachment F: Modified Questions (Public and Private School Reinterviews)	F-1
Attachment G: Modified Questions (Teacher Reinterview)	G-1

I. Summary

The National Center for Education Statistics (NCES) sponsors the Schools and Staffing Survey (SASS) conducted by the U.S. Census Bureau. The SASS is an integrated set of surveys including the Teacher and School surveys. The Census Bureau first conducted the SASS during the 1987-1988 school year and has since done it every three years with the exception of 1996-1997. This report describes the results of the reinterview program for the 1999-2000 SASS. The purpose of the reinterview was to measure response variance for certain questions that the NCES and the Census Bureau considered critical to the survey or suspected were problematic. Previous reports contain the reinterview results from the 1987-1988 (Newbrough, 1989), 1990-1991 (Royce, 1992), and 1993-1994 (Bushery, Schreiner, and Sebron, 1998) school years.

Reinterview programs allow us to detect problems in the questions, but usually they cannot identify causes of response error, nor correct the problems. High response variance indicates a problematic question, and moderate response variance suggests some problems with reliability.

A. Major Findings

1. The Public and Private School Surveys

We evaluated response variance in 95 questions from the 1999-2000 SASS Public School Survey and 81 questions from the 1999-2000 SASS Private School Survey. For “mark all that apply” questions, each category was treated as a separate question.

The questions were divided into six groups according to the question topic. Tables 1 and 2 summarize the levels of response variance for each group of questions in the 1999-2000 SASS Public and Private School Reinterview Questionnaires, respectively. Copies of the Public and Private School Reinterview Questionnaires can be found in Attachments A and B, respectively.

Table 1. Summary of Response Variance for the 1999-2000 SASS Public School Reinterview

Question Group	Total Evaluated	High	Moderate	Low
All Questions	95 (100%)	40 (42%)	43 (45%)	12 (13%)
General Information	6 (100%)	3 (50%)	2 (33%)	1 (17%)
Admissions and Performance	14 (100%)	8 (57%)	6 (43%)	0 (0%)
Students and Class Organization	11 (100%)	3 (27%)	6 (55%)	2 (18%)
Parent Involvement and School Safety	20 (100%)	13 (65%)	7 (35%)	0 (0%)
Technology	5 (100%)	1 (20%)	1 (20%)	3 (60%)
Special Programs and Services	39 (100%)	12 (31%)	21 (54%)	6 (15%)

Of the 95 questions evaluated from the Public School Survey, 42 percent displayed high response variance, suggesting poor reliability. Response variance was moderate for 45 percent of the questions analyzed and low for 13 percent.

Table 2. Summary of Response Variance for the 1999-2000 SASS Private School Reinterview

Question Group	Total Evaluated	High	Moderate	Low
All Questions	81 (100%)	27 (33%)	38 (47%)	16 (20%)
General Information	6 (100%)	4 (67%)	0 (0%)	2 (33%)
Admissions	9 (100%)	2 (22%)	6 (67%)	1 (11%)
Students and Class Organization	10 (100%)	2 (20%)	6 (60%)	2 (20%)
Parent Involvement and School Safety	20 (100%)	11 (55%)	9 (45%)	0 (0%)
Technology	5 (100%)	0 (0%)	2 (40%)	3 (60%)
Special Programs and Services	31 (100%)	8 (26%)	15 (48%)	8 (26%)

Of the 81 questions analyzed from the Private School Survey, 33 percent displayed high response variance, indicating that the responses are unreliable. Response variance was moderate for 47 percent of the questions analyzed and low for 20 percent.

2. The Public and Private School Teacher Surveys

We evaluated response variance in the same 57 questions from both the 1999-2000 SASS Public and Private School Teacher Surveys. The questions were divided into six groups according to the question topic. Tables 3 and 4 summarize the levels of response variance for each group of questions in the 1999-2000 SASS Teacher Reinterview Questionnaire for public and private school teachers, respectively. A copy of the Teacher Reinterview Questionnaire can be found in Attachment C.

Table 3. Summary of Response Variance for the 1999-2000 SASS Teacher Reinterview -- Public School Teachers

Question Group	Total Evaluated	High	Moderate	Low
All Questions	57 (100%)	25 (44%)	24 (42%)	8 (14%)
Teaching Experience	9 (100%)	1 (11%)	4 (44%)	4 (44%)
Professional Development	12 (100%)	8 (67%)	4 (33%)	0 (0%)
Resources and Assessment of Students	9 (100%)	2 (22%)	7 (78%)	0 (0%)
Working Conditions	6 (100%)	1 (17%)	4 (67%)	1 (17%)
Decision Making	18 (100%)	13 (72%)	5 (28%)	0 (0%)
Demographic Information	3 (100%)	0 (0%)	0 (0%)	3 (100%)

For public school teachers, 44 percent of the 57 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 42 percent of the questions analyzed and low response variance for 14 percent.

Table 4. Summary of Response Variance for the 1999-2000 SASS Teacher Reinterview -- Private School Teachers

Question Group	Total Evaluated	High	Moderate	Low
All Questions ¹	57 (100%)	15 (26%)	31 (54%)	10 (18%)
Teaching Experience	9 (100%)	0 (0%)	5 (56%)	4 (44%)
Professional Development	12 (100%)	7 (58%)	5 (42%)	0 (0%)
Resources and Assessment of Students	9 (100%)	2 (22%)	6 (67%)	1 (11%)
Working Conditions	6 (100%)	0 (0%)	3 (50%)	3 (50%)
Decision Making	18 (100%)	6 (33%)	12 (67%)	0 (0%)
Demographic Information ¹	3 (100%)	0 (0%)	0 (0%)	2 (67%)

For private school teachers, 26 percent of the 57 questions evaluated displayed high response variance, 54 percent displayed moderate response variance, and 18 percent displayed low response variance.

B. Recommendations

Throughout the Detailed Results section, we offer suggestions for some questions that seemed confusing or that respondents had difficulty answering. [A Census Bureau staff member] of the Center for Survey Methods Research/Statistical Research Division (CSMR/SRD) evaluated the questions listed in this report. [His/Her] comments and recommendations are included in Attachment D.

We recommend using cognitive experts to determine the root causes of error and to recommend improvements for problematic questions. If possible, revised

¹ The index of inconsistency for question 15b in the Demographic Information group was undefined because all respondents answered the same in both the original interview and the reinterview.

questions should be evaluated in the next SASS cycle to determine if reliability has improved.

II. Methodology

A. Reinterview Sample Design and Response Rates

The reinterview sample for each of the SASS surveys was a random subsample of that survey's full sample. The Public and Private School reinterview samples consisted of a total of 4158 cases. The Teacher reinterview sample consisted of 3858 cases. The response error sample included only those cases originally conducted by mail.

1. The Public and Private School Surveys

We completed 1612 School reinterviews -- 1223 public school cases and 389 private school cases. The reinterview response rate was 75.1 percent. Table 5 shows the reinterview sample sizes and response rates for the public and private schools.

Table 5. 1999-2000 SASS Public and Private School Reinterviews Sample Sizes and Response Rates

Cases	Total	Schools	
		Public	Private
Selected for Reinterview	4158	3012	1146
Noninterview in Original	540	333	207
Out-of-scope	206	115	91
Original interview completed	3412	2564	848
Eligible for Reinterview	2146	1612	534
Reinterview completed	1612	1223	389
Reinterview response rate	75.1%	75.9%	72.8%

2. The Public and Private School Teacher Surveys

We completed 1648 Teacher reinterviews -- 1197 public school teacher cases and 451 private school teacher cases. The reinterview response rate was 70.5 percent. Table 6 shows the reinterview sample sizes and response rates for the public and private school teachers.

Table 6. 1999-2000 SASS Teacher Reinterview Sample Sizes and Response Rates

Cases	Total	Teachers	
		Public	Private
Selected for Reinterview	3858	2588	1270
Noninterview in Original	732	432	300
Out-of-scope	354	203	151
Original interview completed	2772	1953	819
Eligible for Reinterview	2339	1695	644
Reinterview completed	1648	1197	451
Reinterview response rate	70.5%	70.6%	70.0%

B. Reinterview Procedures

Due to budget constraints and the need to match original interview and reinterview modes, we only reinterviewed cases in which the original interview was conducted by mail. If an original questionnaire was not completed and mailed back then that case was not reinterviewed even if the original case was completed in Computer Assisted Telephone Interview (CATI) followup. We were still able to reach our target of at least 1,000 completed reinterviews for each of the reinterview surveys. However, by limiting our reinterview universe to those who responded to the original questionnaire by mail, we may be introducing greater nonresponse bias into our reinterview results than we otherwise would have. The degree of this nonresponse bias would depend upon the difference between mail and CATI respondents in terms of their consistency in answering the survey questions.²

² A comparison of response variance by respondent mode in the 1993 National Survey of College Graduates (NSCG) found that there tended to be higher response variance for CATI respondents than for mailout (Bushery, Brick, Severynse, and McGuinness, 1995).

Once a week the National Processing Center (NPC) in Jeffersonville, Indiana received a list of completed original mail questionnaires. Within a week of receiving the list, NPC mailed out the reinterview questionnaires. Considering the time taken for the questionnaires to travel back and forth by mail, we estimate that most reinterview respondents received their reinterview questionnaires between three and four weeks from the time they mailed the original questionnaire.

For the public school and private school reinterviews we addressed the reinterview questionnaires to the school's principal just as in the original questionnaires. We cannot be sure that in every case it was the principal who answered both the original and reinterview questionnaires and thus the same respondent for both. However, we are hopeful that this was the case for a vast majority of the completed reinterviews. By having the same respondent for both the original and reinterview questionnaires, the response variance numbers we obtain are attributable to the questions themselves rather than to differences in respondents. We addressed teacher reinterview questionnaires to the individual teachers just as the original teacher questionnaires were addressed.

C. Reinterview Model Assumptions

The response error reinterview model assumes the reinterview is an independent replication of the original interview.

Independence means that the response errors are not correlated between the original interview and the reinterview. If the respondents remembered their original answers and consciously repeated them in the reinterview, the independence assumption would be violated. Lack of independence generally results in underestimates of response variance.

Replication means that the reinterview was conducted under the same conditions as the original interview. If the reinterview replicates the original interview, the distribution of the original and reinterview responses will be the same. With quantitative data, the means and variances of the original and reinterview responses will be equal. With categorical data, the difference between the original proportion in-category and the reinterview proportion in-category, the net difference rate (NDR), will be zero.

D. Measures Used to Estimate Response Variance

Random errors of measurement in the survey process (nonsampling error) increase the mean square error (MSE) of the data collected. When the errors are not correlated with the answers or with each other, we call this variability "simple response variance."

The **index of inconsistency (index)** and the **gross difference rate (GDR)** are the principal measures of response variance in categorical data. We estimate the index and the GDR for each question category.

Overall estimates of the index and the GDR for a question, the **aggregate index** and the **aggregate GDR**, apply to questions with three or more answer categories.

Pearson's correlation coefficient provides a measure of data reliability for continuous variables. When all the response variance model assumptions are met, the index is approximated by one minus the correlation coefficient between the original and reinterview responses ($I \hat{N} 1 - D$). In this report, we use the approximation $I \hat{N} 1 - D$ for quantitative data.

This report provides 90 percent confidence intervals for these measures. See Attachment E for the formulas we used to calculate the reinterview measures and the confidence intervals.

1. Index of Inconsistency

The **index of inconsistency** estimates the ratio of simple response variance to total variance for a question answer. It is a relative measure of simple response variance.

The **aggregate index** is similar to the index of inconsistency, but applies to the entire question rather than a specific answer category. It is an average index of inconsistency across all categories for the question. For questions with two categories (e.g. yes/no questions), the index of inconsistency and the aggregate index are equal.

An aggregate index of zero means responses were in perfect agreement, but an index of 100 does not mean that all of the respondents changed answers. Rather, it means that we saw what we could expect if there were no relationship between original and reinterview answers beyond chance agreement.

Use this rule of thumb to interpret the index of inconsistency and the aggregate index.

Index Value	Response Variance Level	Interpretation
Less than 20	Low	Usually not a major problem
Between 20 and 50	Moderate	Somewhat problematic
Greater than 50	High	Very problematic

Any of these factors may cause high response variance:

- The methods used to collect the data may need improvement or the question may be unclearly written.
- The concept itself may not be measurable.
- Respondents may not be able to provide reliable information to the level of detail asked.

2. Gross Difference Rate

The **gross difference rate** (GDR) is the percentage of responses that fall in a category in the original interview but not in the reinterview, or vice versa. For a single category, one-half the GDR equals the simple response variance.

The aggregate GDR applies to an entire question rather than to a specific answer category. For questions with more than two categories, the aggregate GDR is the percentage of responses that change between the original interview and the reinterview.

The GDR is more difficult to interpret than the index of inconsistency. Large GDRs indicate serious response variance in the data. Unfortunately, a small GDR is no guarantee of good consistency. In a low-frequency category, even a small GDR can represent high response variance relative to total variance. If this is the case, the index of inconsistency will tell us.

3. Net Difference Rate

In categorical data, the **net difference rate (NDR)** helps indicate how well the reinterview meets some of the model assumptions. A statistically significant NDR (i.e., statistically different from zero) suggests that the reinterview may not replicate the original survey conditions as well as desired.

For quantitative questions, we tested the mean difference between the paired responses to see if it is significantly different from zero. This test provides information analogous to the NDR.

4. Cross-Tabulations

For a "yes/no" question, the cross-tabulation looks like this:

Reinterview Response	Original Response				
	Total	N/A	Subtotal	Yes	No
Total					
N/A					
Subtotal			n	a + c	b + d
Yes			a + b	a	b
No			c + d	c	d

where

- n = the number of respondents who answered the question in both the original and the reinterview
- a = the number of respondents who answered "yes" both times
- b = the number of respondents whose answer changed from "no" in the original to "yes" in the reinterview
- c = the number of respondents whose answer changed from "yes" in the original to "no" in the reinterview
- d = the number of respondents who answered "no" both times.

We used only cases where respondents answered the question in both the original interview and reinterview to compute the response variance measures.

In multi-category questions, these cross-tabulations show the movement among answer categories between the original interview and the reinterview. Patterns in this movement can provide clues to the reasons for inconsistent reporting. In some cases, such movement may even suggest question revisions to reduce response variance.

E. Limitations

We computed all of the response measures using unweighted counts and formed our confidence intervals assuming simple random sampling. These estimates do not account for the complex sample design of the SASS original surveys, which do use weighting in their estimates. Therefore, even under our assumptions our response variance estimates are not entirely unbiased for response variance of the target populations of the entire nation's teachers and schools.

As is always a potential problem with response error reinterviews, all reinterviews may not have been independent, in that some respondents may have simply remembered and repeated their original answers.

For some questions, the reinterview did not replicate the original interview. In the Public and Private School surveys and in the Public and Private School Teacher surveys, the proportions of questions with statistically significant NDRs are higher than the 10 percent we would expect by chance. Specifically, 26 percent of the 201 response categories in questions evaluated in the Public School reinterview, 16 percent of the 174 response categories in questions evaluated in the Private School reinterview, 36 percent of the 165 response categories in questions evaluated in the Teacher reinterview for public school teachers, and 19 percent of the 165 response categories in questions evaluated in the Teacher reinterview for private school teachers displayed statistically significant NDRs.

Operational constraints often make it difficult to conduct the reinterview as an exact replication of the original. When a reinterview does not replicate the original interview perfectly, the differences in methodology may cause an overestimation or underestimation of the response variance.

One reason the reinterview did not replicate the original interview is that the reinterview contains only a subset of questions from the original interview questionnaire.

III. Detailed Results

For ease in presentation, we divided the questions into groups based on content. In each group, we discuss only the questions that exhibited moderate response variance (indices between 20 and 50) or high response variance (indices greater than 50). Estimates of

reliability are given with 90 percent confidence intervals. The NDR is stated only if it was found to be significant.

Unless shown otherwise, categorical questions have “Yes” and “No” as possible responses.

A. Public and Private School Reinterviews

When two question numbers appear and are separated by a forward slash, the first number refers to the public school reinterview questionnaire while the second refers to the private school reinterview questionnaire.

Questions 17a-b/16a-b and 18a-g/17a-g have been modified since the 1993-1994 SASS. Most of these modifications produced little or no improvement in response variance. See Attachment F for tables listing these questions as they appeared in both the 1993-1994 and 1999-2000 school reinterview questionnaires. The tables also list the response variance measures for these questions. We referred to the 1993-1994 SASS reinterview report (Bushery, Schreiner, and Sebron, 1998) for the 1993-1994 response variance measures.

1. General Information (Questions 1a-b, 2a-b)

We evaluated questions 1a, 1b, 2a, and 2b. We treated question 1a as three separate questions. Of the six questions we analyzed from this section, five had an index in the moderate or high range.

Question 1a: *During the last school year (1998-1999), what is your best estimate of the percent of students in this school who were absent for the following number of days?*

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	%	0-9 days
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	%	10-20 days
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	%	21+ days

(Percentage entries should sum to 100%)

All of these questions displayed high response variance for both the Public and Private School surveys. Based on the high indices of these questions, there is a problem with inconsistent reporting.

<u>Number of days absent</u>	<u>Index of Inconsistency</u>	
	<u>Public School</u>	<u>Private School</u>
0-9 days	73.8 (67.9, 79.7)	76.7 (65.7, 87.7)
10-20 days	62.0 (55.0, 69.1)	58.8 (43.5, 74.1)
21+ days	51.6 (39.3, 64.0)	61.5 (51.0, 72.1)

Question 1b: *During the last school year (1998-1999), what was the Average Daily Attendance (ADA) at this school?*

Students

For the Private School Survey, response variance for this question was low. For the Public School Survey, we found a moderate degree of inconsistency as indicated by an index of 26.2 (18.1, 34.3).

Question 2b: *What is the current enrollment CAPACITY of this school?*
b. Capacity of temporary building(s)

Students

G *No temporary buildings*

The response variance for this question was moderate for the Public School Survey as indicated by the index, 49.9 (37.2, 62.5), and high for the Private School Survey as indicated by the index 51.2 (25.5, 76.9).

A possible cause of the poor reliability of this question is that the term “temporary” may not be clear. One recommendation is to define “temporary” more clearly and, if possible, provide examples of temporary buildings.

2. Admissions and Performance (Questions 3, 4a-g, 5a, 5b(1)-(5))

Question 3: *Does this school have any special requirements for admission other than proof of immunization, age, or residence?*

This question had moderate response variance for both Public and Private School surveys. For the Public School Survey, the index was 50.0 (43.2, 57.7) and approximately 10 percent (8.9, 11.9) of the respondents changed their answers from the original to the reinterview. The NDR was statistically significant for the Public School Survey suggesting that the

reinterview did not replicate the original interview very well. For the Private School Survey, the index was 35.5 (27.6, 45.1) and 12.5 percent (9.8, 15.9) of the respondents changed their answers on the reinterview.

We believe that respondents are confused by the term “special” and do not know what requirements for admission to classify into this category.

Question 4: *Does this school use the following requirements for admission?*

- a. Admission test*
- b. Standardized achievement test*
- c. Academic record*
- d. Special student needs (e.g., students “at risk” or with disabilities)*
- e. Special student aptitudes, skills, or talents*
- f. Personal interview*
- g. Recommendations*
- h. Religious affiliation (Private School only)*

Respondents who reported “special requirements for admission” in question 3 answered these questions. Question 4a had a moderate index for the Public School Survey and a low index for the Private School Survey. Questions 4b-4g had indices in the moderate or high range for both the Public and Private School Surveys. Question 4h is asked only in the Private School questionnaire and the response variance for this question was moderate.

For the Public School Survey, questions 4d and 4f had statistically significant NDRs. For the Private School Survey, questions 4d and 4h had statistically significant NDRs. This implies that one or more of the model assumptions were not met for these questions. In reviewing the results, we noticed that all the NDRs are moving in the same direction. That is, the reinterview picked up more “yes” responses for these questions.

Question 5a (Public School only): *Does this school receive performance reports from the district on such things as students' scores on achievement tests or graduation rates?*

Question 5a is asked only in the Public School questionnaire. The reinterview measures for this question indicate a problem with inconsistent reporting. The index, 55.2 (46.9, 64.7), is in the high range, and approximately 9 percent (7.3, 10.0) of the respondents changed their answers when reinterviewed. About 92 percent of the reinterview respondents reported that they received performance reports from the district.

Question 5b (Public School only): *Does this school use these performance reports to -*

(1) Evaluate the progress of students in this school?

(2) Determine the next year's instructional focus?

(3) Realign the curriculum, such as with content standards and/or other indicator criteria?

(4) Inform parents and the community of the school's progress?

(5) Prompt school-level initiatives for improvement?

Questions 5b(1)-(5) are asked only in the Public School questionnaire. These questions only went to public schools who receive performance reports from the district. Response variance for all of these questions was high. The NDR for question 5b(4) was significantly different from zero. The reinterview elicited fewer “yes” responses.

3. Students and Class Organization (Questions 6a-f/5a-e, 6f(1)/5e(1), 7a-b/6a-b, 8a-b/7a-b)

Question 6/5: *Has this school implemented the following?*

6a/5a. Scheduling of class periods to create extended instructional blocks of time (block scheduling)

6b/5b. Before-school or after-school enrichment programs

6c/5c. Academic intersessions or summer school activities for students needing extra assistance to meet academic expectations

6d/5d. Academic intersessions or summer school activities for students seeking academic advancement or acceleration

6e. School calendar where number of days for students exceeds mandatory days per year (Public School only)

6f/5e. Year-round calendar to distribute school days across twelve months

6f(1)/5e(1). Do all students attend on the same cycle? (This question went only to those schools that had implemented a “year-round calendar.”)

All of these questions except 6f(1)/5e(1) had moderate or high indices, ranging from 29.3 to 50.5. For public schools, questions 6b, 6c, and 6d had statistically significant NDRs. For private schools, questions 5d and 5e had statistically significant NDRs. The reinterviews picked up more “yes” responses for these questions.

Question 7a/6a: *Does this school have students in one or more of grades 1-8?*

For private schools, question 6a showed moderate response variance with an index of 31.2 (24.2, 39.6). For public schools, question 7a exhibited moderate response variance with an index of 28.1 (24.8, 31.8). The NDR for this question was statistically different from zero. This signals that the reinterview may not have been a completely successful replication of the original interview.

Question 7b/6b: *Which of the following best describes this school's approach to providing instruction in core subjects (math, science, social studies, English/language arts) to regular students in grades 1-8?*

Mark (X) only one box.

- G** *All classes in core subjects have students assigned into classrooms of mixed ability levels.*
- G** *Some classes in core subjects have students assigned into classrooms of mixed ability levels.*
- G** *Not applicable; only one class per grade*

Question 7b/6b only went to respondents who answered “Yes” to question 7a. For the Public School Survey, this question had an aggregate index of 45.6 (40.2, 51.6) and approximately 22 percent (19.0, 24.5) of the respondents switched categories in the reinterview. For the Private School Survey, response variance was high as indicated by an aggregate index of

52.4 (44.6, 60.8). Approximately 34 percent (28.7, 39.1) of respondents changed their answers from the original interview to the reinterview.

Question 8b/7b: *Which of the following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in grades 9-12?*

- G** *Classes in ALL core subjects are differentiated by student ability level.*
- G** *Classes in SOME core subjects are differentiated by student ability level.*
- G** *Classes in core subjects are NOT differentiated by ability level.*
- G** *Not applicable; only one class per grade*

Respondents who reported having students in one or more of grades 9-12 answered question 8b/7b. The response variance for this question was high for both the Public and Private School surveys. For public schools, the responses gave an overall index of 59.9 (54.1, 65.8), with 36.5 percent (33.0, 40.1) of the respondents switching categories in the reinterview. The NDR for the “Not applicable” category was statistically significant. The aggregate index for private schools was 58.7 (47.6, 70.9) and 34.3 percent (27.8, 41.4) changed their answers in the reinterview.

4. Parent Involvement and School Safety (Questions 9a-i/8a-i, 10a-b/9a-b)

Question 9/8: (Part 1) *LAST SCHOOL YEAR (1998-1999), were the following means of facilitating parent participation in place at this school? (“Parents” includes parents and other family members.)*

- a. Open house or back-to-school night*
- b. Regularly scheduled schoolwide parent-teacher conferences*
- c. Special subject-area events (e.g., science fair, concert)*
- d. Parent education workshops or courses*
- e. Written contract between school and parent*
- f. Parents as volunteers in the school*
- g. Parents involved in instructional issues*
- h. Parents involved in governance*
- i. Parents involved in budget decisions*

(Part 2) *NOTE: If you mark “Yes” for an activity, please mark the appropriate box to indicate the proportion of parental participation.*

If “Yes” - What proportion of parents participated?

Few

Less than half

About half

More than half

Most

All of these questions had indices in the moderate or high range. For the first part of questions 9a-i/8a-i, the indices ranged from 23.0 to 62.7. For private schools, the NDR for part one of questions 8e and 8i was statistically significant. The indices for the second part of questions 9a-i/8a-i ranged from 46.5 to 77.1. For public schools, part two of questions 9a, 9b, 9c, 9e, 9f, 9g, and 9i had categories with statistically significant NDRs. For private schools, part one of questions 8e and 8i and part two of questions 8a, 8c, 8d, and 8f had categories with statistically significant NDRs.

A possible cause for moderate to high response variance in part two of these questions is that response categories like “Few”, “Less than half”, “About half”, “More than half”, and “Most” can be subjective. The same respondent could have a different interpretation of these categories depending upon when asked.

Question 10a/9a: *Does this school currently have a violence prevention program?*

For public schools, response variance for this question was high with an index of 57.8 (53.2, 62.6) and 27.0 percent (24.9, 29.3) of respondents changed answers between the original interview and the reinterview. For private schools, this question displayed moderate response variance with an index of 48.5 (40.2, 58.0) and 20.0 percent (16.6, 23.9) of respondents changed answers in the reinterview. For both public and private schools, the NDR was statistically significant. The reinterview picked up more reports of having a violence prevention program.

Question 10b/9b: *Is there a formal procedure in place to assess the effectiveness of this violence prevention program?*

Question 10b/9b went to those respondents who answered “Yes” to question 10a/9a. For the Private School Survey, this question exhibited moderate response variance with an index of 42.9 (27.8, 62.5) and 21.4 percent (13.9, 31.3) of respondents changed their answers when reinterviewed. For the Public School Survey, the response variance for this question was high as indicated by its index of 61.1 (54.5, 68.1).

Approximately 29 percent (26.1, 32.7) of the respondents changed their answers in the reinterview. The NDR was statistically different from zero for public schools.

5. Technology (Questions 11a-c/10a-c, 12-13/11-12)

Of the five questions we analyzed in this section, two had indices in the moderate or high range.

Question 12/11: *Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? This person functions, either formally or informally, as a **COMPUTER/TECHNOLOGY COORDINATOR** with knowledge of educational uses of computer hardware and software.*

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

- G** *No one serves as this type of coordinator. Teachers who use computers take care of this need for themselves.*
- G** *A full-time school-level coordinator (who has no other job responsibility)*
- G** *A library media specialist who also serves as computer coordinator*
- G** *A full-time teacher who also has the title of this type of coordinator*
- G** *A teacher informally provides leadership to other teachers who use computers*
- G** *A district-level coordinator serves this function at this school (Public Schools only)*
- G** *The principal or another school administrator serves this function at this school*
- G** *A part-time teacher serves this function*
- G** *Another person*

For public schools, the response variance for this question was moderate with an aggregate index of 48.0 (45.2, 50.8) and 41.1 percent (38.7, 43.5) changed their answers from the original interview to the reinterview. The NDR for the “The principal or another school administrator” category was statistically significant. For private schools, this question displayed moderate response variance with an aggregate index of 45.0 (39.8, 50.3) and 38.5 percent (34.1, 43.1) switched categories when reinterviewed. The NDRs for the “No one serves as this type of coordinator”, “A full-time school-level coordinator”, and “A library media specialist” categories were statistically different from zero.

Question 13/12: *Which of the following statements best describes the person at this school who does, or helps teachers with, technical computer set-up and maintenance? This person functions, either formally or informally, as a **COMPUTER/TECHNICAL SUPPORT PERSON**.*

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

- G** *No one serves as this type of technical support person. Teachers who use computers take care of this need for themselves.*
- G** *A full-time school-level technical support person (who has no other job responsibility)*
- G** *A library media specialist who also serves as a technical support person*
- G** *A full-time teacher who also has the title of this type of technical support person*
- G** *A teacher informally provides assistance to other teachers who use computers*
- G** *A district-level technical support person serves this function at this school (Public Schools only)*
- G** *The principal or another school administrator serves this function at this school*
- G** *A part-time teacher serves this function*
- G** *Another person*

For public schools, response variance was high as indicated by its aggregate index of 55.4 (52.4, 58.4) and 45.1 percent (42.6, 47.5) of respondents changed their answers when reinterviewed. The NDRs for the “No one serves as this type of technical support person” and the “A part-time teacher serves this function” categories were statistically significant. For private schools, this question exhibited moderate response variance, with an aggregate index of 44.7 (39.6, 50.1) and 38.0 percent (33.6, 42.6) of the respondents switched categories from the original interview to the reinterview.

6. Special Programs and Services (Questions 14a/13, 14b, 15a-b/14a-b, 16a-b/15a-b, 17a-b/16a-b, 18a-g/17a-g, 19a-b, 20a-b)

All questions in this section had response variance in the moderate or high range except questions 15a/14a, 16a/15a, 17b/16b, and 19b.

Question 14a/13: *Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?*

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

For public schools, the response variance for this question was low. For private schools, this question displayed moderate response variance with an index of 21.7 (15.3, 30.3). Approximately 7 percent (4.9, 9.6) of respondents changed their answers when reinterviewed. About 21 percent of reinterview respondents reported that students enrolled in their school received Title I services.

Question 14b (Public Schools only): *Is this school operating a school-wide Title I program?*

This question was asked in the Public School questionnaire only. Respondents who reported that students enrolled in their school received Title I services answered this question. We found moderate response variance with an index of 22.8 (18.6, 27.8) and 11.0 percent (9.0, 13.4) of respondents changed their answers from the original interview to the reinterview. The NDR was statistically significant for this question.

Question 15b/14b: *At which grade levels are students receiving Title I services?*

Mark (X) all that apply.

<u>Response Categories</u>	<u>Index of Inconsistency</u>	
	<u>Public Schools</u>	<u>Private Schools</u>
Prekindergarten	76.8 (61.6, 95.4)	100.4 (46.4, 203.2)
Kindergarten	48.8 (43.0, 55.3)	38.9 (23.7, 62.2)
1st	38.8 (34.3, 43.7)	25.1 (17.0, 36.5)
2nd	38.0 (33.6, 42.8)	22.0 (14.7, 32.2)
3rd	38.1 (33.6, 42.9)	19.3 (12.6, 29.0)
4th	41.4 (36.6, 46.7)	24.2 (16.4, 35.1)
5th	43.9 (38.8, 49.6)	26.1 (17.5, 38.3)
6th	46.7 (40.6, 53.5)	27.2 (17.5, 41.5)
7th	43.0 (35.9, 51.2)	27.1 (15.7, 45.3)
8th	42.6 (35.6, 50.8)	17.5 (8.1, 35.4)
9th	39.7 (31.9, 49.2)	41.0 (21.3, 75.3)
10th	43.6 (34.8, 54.3)	30.0 (12.7, 65.1)
11th	44.2 (34.9, 55.6)	27.0 (11.4, 58.4)
12th	42.6 (33.4, 54.0)	50.8 (23.4, 102.7)
Ungraded	69.5 (37.6, 123.9)	50.3 (10.7, 169.1)

We tabulated question 15b/14b responses as fifteen “mentioned/not mentioned” subquestions. All response categories had indices in the moderate or high range except, for private schools, 3rd and 8th grades. Since this question is a “mark all that apply” question, these results are not surprising. The usual “mark all that apply” question rarely has low response variance.

Question 16b/15b: *How many of these IEP students are in each of the following instructional settings?*

All day in a regular classroom

Most of the day in a regular classroom (1-20 percent of the school day receiving special education and related services outside the regular classroom)

Some of the day in a regular classroom (21-60 percent of the school day receiving special education and related services outside the regular classroom)

Little or none of the day in a regular classroom (61-100 of the school day receiving special education and related services outside the regular classroom)

We treated question 16b/15b as four individual questions. These questions went only to those respondents that reported students having an Individual Education Plan (IEP) in question 16a/15a.

<u>Instructional Settings</u>	<u>Index of Inconsistency</u>	
	<u>Public Schools</u>	<u>Private Schools</u>
All day in a regular classroom	35.2 (23.4, 47.1)	8.5 (-3.0, 20.0)
Most of the day in a regular classroom	56.9 (44.4, 69.4)	36.8 (13.3, 60.3)
Some of the day in a regular classroom	38.5 (29.4, 47.5)	1.9 (-1.1, 4.8)
Little or none of the day in a regular classroom	21.2 (13.5, 29.0)	1.3 (-0.5, 3.1)

For private schools, only the “Most of the day” question had a moderate response variance with an index of 36.8 (13.3, 60.3). For public schools, each of these questions had response variance in the moderate or high range.

Question 17a/16a: *Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?*

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

For public schools, question 17a/16a showed low response error. This question had moderate response error for private schools with an index of 36.5 (27.5, 47.9). Approximately 10 percent (7.6, 13.3) of respondents changed their answers when reinterviewed. About 16 percent of reinterview respondents reported that students enrolled had been identified as limited-English proficient students.

Question 18/17: *Are the following used to determine whether a student is limited-English proficient?*

- a. Information provided by parent*
- b. Teacher observation or referral*
- c. Home language survey*
- d. Student interview*
- e. Student records*
- f. Achievement test*
- g. Language proficiency test*

On the Public School Reinterview questionnaire, this question went to all respondents. On the Private School Reinterview questionnaire, these questions went to those respondents who answered “Yes” to question 16a. All of these questions had moderate or high indices, ranging from 21.3 to 84.4. For public schools, questions 18a and 18c had statistically significant NDRs. The reinterview picked up more “yes” responses for these questions. For private schools, question 17e had a statistically significant NDR. The reinterview elicited fewer “yes” responses for this question.

Question 19a (Public Schools only): *From the start of the regular 1998-1999 school year through the 1999 summer session, were any MIGRANT students enrolled in this school?*

(Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)

This question is asked on the Public Schools Survey only. Response variance for question 19a was moderate as indicated by its index of 25.4 (21.2, 30.4). Approximately 7 percent (6.0, 8.6) of respondents changed their answers from the original interview to the reinterview. About 17 percent of reinterview respondents reported having migrant students enrolled in their school during the 1998-1999 school year.

Question 20a (Public Schools only): *During the REGULAR 1998-1999 SCHOOL YEAR, did the migrant students in this school receive services covered at least in part by Title I Part C Migrant Education Program (MEP) funds under school control?*

- G** *Yes*
- G** *No*
- G** *Do not know*

This question went to respondents who reported having migrant students enrolled in their school during the 1998-1999 school year. Response variance for this question was high with an index of 52.9 (44.3, 62.3) and 32.4 percent (27.1, 38.1) changed their answers in the reinterview. Approximately half of the reinterview respondents answered “Yes” to question 20a.

Question 20b (Public Schools only): *What were these MEP-funded services?*

Mark all that apply.

<u>Response Categories</u>	<u>Index of Inconsistency</u>
Supplemental instruction available to all students	52.4 (43.1, 63.6)
Instructional programs unique to migrant students	50.9 (40.3, 63.9)
Support services	41.2 (33.7, 50.1)
Other	73.3 (52.1, 102.2)

Question 20b was asked on the Public Schools questionnaire only. We treated this question as four individual questions. “Mark all that apply” questions often suffer from poor quality. We suggest that each response category be written as a separate “Yes/No” question.

B. Public and Private School Teacher Reinterviews

Questions 4a, 4a(1), 4b, 4b(1), 5, 12, 13, and 14 have all been modified since the 1993-1994 SASS. Most of these modifications produced little or no improvement in response variance. See Attachment G for tables listing the question as it appeared in both the 1993-1994 and 1999-2000 teacher reinterview questionnaires. The tables also list the response variance measures for these questions. We referred to the 1993-1994 SASS reinterview report (Bushery, Schreiner, and Sebron, 1998) for the 1993-1994 response variance measures.

1. Teaching Experience (Questions 1-2, 3a-b, 3c(1)-(4))

Question 2: *What was your main teaching assignment field LAST school year?*

- G** *Same as this year*
G *Different from this year*

Please record the assignment field code and the assignment field name from Table 1 on page 5.

Code

--	--

 Assignment field _____

- G** *I did not teach last school year*

For private school teachers, this question displayed low response variance. For public school teachers, the response variance for this question was moderate as indicated by its index of 23.4 (18.8, 29.1) and 5.0 percent (4.0, 6.2) of respondents changed their answers in reinterview. The NDR was statistically different from zero for the “Same as this year” and “Different from this year” categories.

For those respondents who responded “Different from this year”, we analyzed the assignment field code subquestion. For public school teachers, this question showed low response variance. For private school teachers, response variance was moderate. The index was 42.9 (26.2, 63.0) and approximately 34 percent (21.0, 50.5) switched categories in the reinterview. The NDR was statistically significant for the “Special Areas” category.

Question 3c: *Did your preparation for teaching include -*

- (1) *Coursework in how to select and adapt instructional materials?*
 (2) *Coursework in learning theory or psychology appropriate to the age of students you teach?*
 (3) *Your observation of other classroom teaching?*
 (4) *Feedback on your teaching?*

These questions went to those respondents who reported that their first year of teaching was not before the 1995-1996 school year. Questions 3c(1), 3c(2), and 3c(3) had moderate indices for both public and private school

teachers. For question 3c(4), the index of inconsistency was moderate for private school teachers and high for public school teachers.

For public school teachers, questions 3c(1) and 3c(2) had statistically significant NDRs. For private school teachers, the NDRs for questions 3c(1), 3c(3), and 3c(4) were statistically significant. The reinterview elicited more “No” responses for these questions.

2. Professional Development (Questions 4a, 4a(1)-(2), 4b, 4b(1)-(2), 5a-f)

All of the questions in this section had questions in the moderate to high range.

Question 4a: *In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?*

Note: Your main teaching assignment in the field in which you teach the most classes, as reported in item 1 on page 4.

This question showed high response error. For public school teachers, the index was 62.7 (58.2, 67.3) and 31.1 percent (28.8, 33.4) of the respondents changed their answers when reinterviewed. For private school teachers, the index was 55.7 (48.8, 63.2) and 28.3 percent (24.8, 32.1) of respondents changed answers in the reinterview. For both the public and private school teachers, the NDR was statistically significant for this question. The reinterview picked up more “Yes” responses.

Question 4a(1): *In the past 12 months, how many hours did you spend on the activities?*

Mark (X) only one box.

- G** 8 hours or less
- G** 9-16 hours
- G** 17-32 hours
- G** 33 hours or more

Question 4a(1) was for those respondents who answered “Yes” to question 4a. This question displayed high response variance for both public and private school teachers. For public school teachers, the aggregate index was 69.6 (64.5, 74.7) and 51.4 percent (47.6, 55.1) of respondents switched categories when reinterviewed. For private school teachers, the aggregate index was 55.4 (46.6, 64.6) and 41.1 percent (34.6, 48.0) of respondents changed answers in the reinterview.

As indicated by the response variance measures for this question, respondents had problems consistently recording their answers. Respondents may simply have had trouble estimating the hours spent on these activities.

Question 4a(2): *Overall, how useful were these activities to you?*

<i>Not useful at all</i>					<i>Very useful</i>
1	G	2	G	3	G
		4	G	5	G

Question 4a(2) went to those respondents who answered “Yes” to question 4a. For both public and private school teachers, this question had high response variance. For public school teachers, the aggregate index was 60.8 (55.4, 66.4) and approximately 41 percent (37.5, 45.0) of respondents changed categories from the original interview to the reinterview. For private school teachers, the aggregate index was 69.1 (58.7, 79.7) and approximately 45 percent (38.4, 52.1) of respondents switched categories during the reinterview.

We collapsed the five response categories of question 4a(2) to three categories - “Not useful at all,” “Somewhat useful,” and “Very useful” - and reanalyzed the data. The aggregate index became 49.1 (42.3, 56.7) for public school teachers and it became 59.1 (46.9, 72.9) for private school teachers. Collapsing the categories reduced response variance slightly, but the aggregate indices for both public and private school teachers were still in the moderate to high range.

Question 4b: *In the past 12 months, have you participated in any professional development activities that focused on methods of teaching?*

The reinterview measures for this question indicate a problem with inconsistent reporting. For public school teachers, the index, 60.8 (55.7, 66.1), is in the high range, and 25.1 percent (23.0, 27.3) of the respondents switched their answers when reinterviewed. The NDR for the “Yes” category was -4.4 percent (-6.8, -1.9) telling us that there were significantly more “Yes” responses on reinterview. For the private school teachers, response variance for this question was moderate, as indicated by the index, 49.7 (42.7, 57.3). Approximately 23 percent (20.2, 27.1) of the respondents changed their answers from the original to the reinterview.

Question 4b(1): *In the past 12 months, how many hours did you spend on the activities?*

Mark (X) only one box.

- G** 8 hours or less
- G** 9-16 hours
- G** 17-32 hours
- G** 33 hours or more

Question 4b(1) went to those respondents who answered “Yes” to question 4b. This question displayed high response variance for both public and private school teachers. For both groups of school teachers, approximately half of the respondents changed their answers from the original interview to the reinterview. The NDR for the “33 hours or more” category was statistically significant.

As in question 4a(1), respondents had problems consistently answering question 4b(1) and may simply have had trouble estimating the time spent on these professional development activities.

Question 4b(2): *Overall, how useful were these activities to you?*

- | | | | | | |
|-------------------|------------|------------|------------|------------|---------------|
| <i>Not useful</i> | | | | | <i>Very</i> |
| <i>at all</i> | | | | | <i>useful</i> |
| 1 G | 2 G | 3 G | 4 G | 5 G | |

Question 4b(2) went to those respondents who answered “Yes” to question 4b. This question displayed high response variance for both public and private school teachers. For public school teachers, the aggregate index was 68.3 (63.8, 72.9) and 48.8 percent (45.6, 52.1) of the respondents switched answers when reinterviewed. For private school teachers, the aggregate index was 66.4 (58.3, 74.6) and 46.8 percent (41.1, 52.6) of the respondents switched answers on the reinterview. For private school teachers, the NDR for the “4” category was statistically significant.

As in question 4a(2), collapsing the five categories of question 4b(2) to three categories reduced response variance slightly. The aggregate index for public school teachers became 55.4 (48.6, 62.8) and the aggregate index for private school teachers became 53.0 (41.4, 66.8), but these indices still fall into the high range.

Question 5: For the professional development in which you participated in the last 12 months, did you receive the following types of support?

- a. Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else)
- b. Scheduled time in the contract year for professional development
- c. Stipend for professional development activities that took place outside regular work hours
- d. Full or partial reimbursement of college tuition
- e. Reimbursement for conference or workshop fees
- f. Reimbursement for travel and/or daily expenses

All of these questions had moderate or high indices. For public school teachers, questions 5a, 5b, 5c, 5e, and 5f had statistically significant NDRs. For private school teachers, questions 5a, 5b, and 5e had statistically significant NDRs.

3. Resources and Assessment of Students (Questions 6a, 6b(1)-(3), 7-11)

Question 6a: Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)?

Students with an IEP

G None

The response variance for this question was low for private school teachers and moderate for public school teachers. For public school teachers, the index was 29.5 (18.1, 40.8).

Question 6b: Do you or these students receive the following types of support in your classroom?

- (1) Special aide or personal assistant
- (2) Consulting/itinerant teacher
- (3) Accommodations such as more time on tests or behavioral management plan

This question is asked of those respondents that reported students having an IEP in question 6a. Question 6b(1) had moderate response variance for both public and private school teachers. Both questions 6b(2) and 6b(3) had high response variance for both public and private school teachers. For public school teachers, questions 6b(2) and 6b(3) had statistically significant NDRs. The reinterview elicited fewer “No” responses.

Question 7: *Of all the students you teach at this school, how many are of limited-English proficiency?*

(Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only-classroom.)

Students

G *None*

This question displayed moderate response variance. For public school teachers, the index was 40.7 (23.4, 58.0) and the index was 26.8 (2.8, 50.8) for private school teachers.

Question 8: *Do you use different groupings of students in your classroom to teach students who learn at different rates?*

Response variance for question 8 was moderate. For public school teachers, the index was 48.7 (44.4, 53.4) and 22.4 percent (20.4, 24.6) of respondents changed answers when reinterviewed. For private school teachers, the index was 39.9 (33.8, 46.8) and 20.0 percent (16.9, 23.5) of respondents changed answers in the reinterview.

Question 9: *Are students assigned to your classes on the basis of achievement or ability level?*

This question displayed moderate response variance. For public school teachers, the index was 24.6 (21.4, 28.3) and 11.0 percent (9.5, 12.6) of respondents changed their answers from the original interview to the reinterview. The NDR for question 9 was statistically significant. The reinterview picked up more “Yes” responses. For private school teachers, the index was 29.5 (23.4, 36.9) and 11.5 percent (9.1, 14.3) switched answers in the reinterview.

Question 10: *Do students in any of your classes use computers during class time?*

Question 10 exhibited moderate response variance. For public school teachers, the index was 26.6 (23.2, 30.3) and 12.2 percent (10.7, 14.0) of respondents changed answers when reinterviewed. For private school teachers, the index was 25.4 (20.4, 31.4) and 12.6 percent (10.1, 15.6) of respondents changed answers in the reinterview.

Question 11: *In your MAIN teaching assignment field, do students in your classes use computers during class time?*

This question was for those respondents who answered “Yes” to question 10. Response variance was moderate for question 11 for both public and private school teachers. The index for public school teachers was 46.6 (39.9, 54.3) and 13.8 percent (11.8, 16.1) changed answers during the reinterview. For private school teachers, the index was 35.3 (26.6, 46.2) and 14.0 percent (10.5, 18.3) of the respondents changed answers when reinterviewed.

4. Working Conditions (Questions 12a-c, 13a-c)

Question 12a: *Has a student FROM THIS SCHOOL ever threatened to injure you?*

This question displayed moderate response variance for both public and private school teachers. For public school teachers, the NDR for question 12a was statistically significant. The reinterview elicited fewer “No” responses.

Question 12b: *Has a student threatened to injure you IN THE PAST 12 MONTHS?*

Respondents who reported that a student had threatened to injure them answered this question. Question 12b had moderate response variance for both public and private school teachers.

Question 12c: *In the past 12 months, how many times has a student threatened to injure you?*

Times

This question went to respondents who reported that a student had threatened to injure them in the past 12 months. Response variance was

low for private school teachers. For public school teachers, question 12c displayed moderate response variance as indicated by its index of 44.7 (27.4, 62.0).

Question 13b: *Has a student physically attacked you IN THE PAST 12 MONTHS?*

Respondents who reported that a student had physically attacked them answered this question. For private school teachers, response variance was low. For public school teachers, response variance was moderate. The index was 24.6 (17.0, 34.8) and approximately 8 percent (5.5, 11.2) of respondents changed answers from the original interview to the reinterview.

Question 13c: *In the past 12 months, how many times has a student physically attacked you?*

Times

This question went to those respondents who reported that a student had physically attacked them in the past 12 months. For public school teachers, response variance was high as indicated by its index of 59.6 (33.1, 86.2). For private school teachers, response variance was moderate with an index of 25.2 (0.8, 49.5).

5. Decision Making (Question 14a-r)

Question 14: *To what extent is each of the following a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.*

- a. *Student tardiness*
- b. *Student absenteeism*
- c. *Teacher absenteeism*
- d. *Students cutting class*
- e. *Physical conflicts among students*
- f. *Robbery or theft*
- g. *Vandalism of school property*
- h. *Student pregnancy*
- i. *Student use of alcohol*
- j. *Student drug abuse*
- k. *Student possession of weapons*
- l. *Student disrespect for teachers*
- m. *Students dropping out*

- n. Student apathy*
- o. Lack of parent involvement*
- p. Poverty*
- q. Students come to school unprepared to learn*
- r. Poor student health*

All of these questions had indices in the moderate to high range for both public and private school teachers. For public school teachers, all of these questions except 14b, 14c, 14i, 14l, and 14p had statistically significant NDRs for one or more categories. For private school teachers, questions 14a, 14e, 14f, 14l, 14o, 14p, and 14r had statistically significant NDRs for one or more categories.

6. Demographic Information (Questions 15a-b, 16)

None of the questions in this section had indices in the moderate or high range.

References

Bushery, J., Brick, J., Severynse, J., and McGuinness, R. (1995). "How Interview Mode Affects Data Reliability," *Proceedings of the Section on Survey Research Methods*, American Statistical Association.

Bushery, J., Schreiner, I., and Sebron, G. (1998). "Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report," Internal U.S. Bureau of the Census Report.

Newbrough, J. (1989). "Report of SASS-2/3(R) and SASS-4(R) Reinterview," Internal U.S. Bureau of the Census Report.

Royce, D. (1992). "1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report," Internal U.S. Bureau of the Census Report.

Attachment A: Public School Reinterview Questionnaire

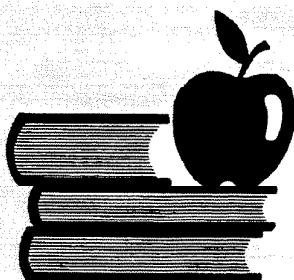
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PUBLIC SCHOOL REINTERVIEW QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999-2000 School Year



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators	National Association of Elementary School Principals
American Counseling Association	National Association of Secondary School Principals
American Federation of Teachers	National Center for Improving Science Education
Council of Chief State School Officers	National Council of Teachers of Mathematics
Council of Great City Schools	National Education Association
Department of Middle Level Services, National Association of Secondary School Principals	National Middle School Association

NOTICE

This report is authorized by law (20 U.S. Code 1221e). The results will be reported in statistical summaries.


DEAR PRINCIPAL:

As part of conducting a survey, we like to evaluate the quality of our data. We want to measure how effective our questions and interview procedures are at obtaining reliable responses. One way to do this is to contact original respondents and reask selected items from the original questionnaire.

Please complete this questionnaire with information pertaining to the school named on the cover and return it within two weeks to the Bureau of the Census in the enclosed preaddressed envelope.

If you have any questions, please call the Census Bureau at 1-800-221-1204.

SINCERELY,



GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

GENERAL INFORMATION ABOUT YOUR SCHOOL: Items 1 and 2

This section asks for general school information such as building capacity and enrollment.

1a. During the last school year (1998-1999), what is your best estimate of the percent of students in this school who were absent for the following number of days?

0104 % **0-9 days**

0105 % **10-20 days**

0106 % **21+ days**

(Percentage entries should sum to 100%)

1b. During the last school year (1998-1999), what was the Average Daily Attendance (ADA) at this school?

0107 Students

2. What is the current enrollment CAPACITY of this school?

a. Capacity of permanent building(s)

0108 Students

No permanent buildings

b. Capacity of temporary building(s)

0109 Students

No temporary buildings

YOUR COMMENTS

**ADMISSIONS AND PERFORMANCE: Items 3-5**

This section asks about requirements for admission and the measurement of student performance.

3. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

- 0115 1 Yes → *Continue with item 4 below.*
2 No → *GO to item 5 on page 5.*

4. Does this school use the following requirements for admission?**a. Admission test**

- 0116 1 Yes
2 No

b. Standardized achievement test

- 0117 1 Yes
2 No

c. Academic record

- 0118 1 Yes
2 No

d. Special student needs (e.g., students "at risk" or with disabilities)

- 0119 1 Yes
2 No

e. Special student aptitudes, skills, or talents

- 0120 1 Yes
2 No

f. Personal interview

- 0121 1 Yes
2 No

g. Recommendations

- 0122 1 Yes
2 No

5a. Does this school receive performance reports from the district on such things as students' scores on achievement tests or graduation rates?

- 0135
- 1 Yes
- 2 No → **GO to Section III on page 6.**

b. Does this school use these performance reports to –

(1) Evaluate the progress of students in this school?

- 0136
- 1 Yes
- 2 No

(2) Determine the next year's instructional focus?

- 0137
- 1 Yes
- 2 No

(3) Realign the curriculum, such as with content standards and/or other indicator criteria?

- 0138
- 1 Yes
- 2 No

(4) Inform parents and the community of the school's progress?

- 0139
- 1 Yes
- 2 No

(5) Prompt school-level initiatives for improvement?

- 0140
- 1 Yes
- 2 No

YOUR COMMENTS



STUDENTS AND CLASS ORGANIZATION: Items 6-8
This section asks about curriculum options and school organization.

6. Has this school implemented the following?

a. Scheduling of class periods to create extended instructional blocks of time (block scheduling)

- 0146 1 Yes
2 No

b. Before-school or after-school enrichment programs

- 0147 1 Yes
2 No

c. Academic intersessions or summer school activities for students needing extra assistance to meet academic expectations

- 0148 1 Yes
2 No

d. Academic intersessions or summer school activities for students seeking academic advancement or acceleration

- 0149 1 Yes
2 No

e. School calendar where number of days for students exceeds mandatory days per year

- 0150 1 Yes
2 No

f. Year-round calendar to distribute school days across twelve months

- 0151 1 Yes
2 No →

GO to item 7a on page 7.

→(1) Do all students attend on the same cycle?

- 0152 1 Yes
2 No

YOUR COMMENTS

7a. Does this school have students in one or more of grades 1-8?

0153

1 Yes

2 No → **GO to item 8a.**

b. Which of the following best describes this school's approach to providing instruction in core subjects (math, science, social studies, English/language arts) to regular students in grades 1-8?

• *Mark (X) only one box.*

0154

1 **All classes in core subjects have students assigned into classrooms of mixed ability levels.**

2 **Some classes in core subjects have students assigned into classrooms of mixed ability levels.**

3 **Not applicable; only one class per grade**

8a. Does this school have students in one or more of grades 9-12?

0155

1 Yes

2 No → **GO to Section IV on page 8.**

b. Which of following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in grades 9-12?

• *Mark (X) only one box.*

0156

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**

YOUR COMMENTS

IV

PARENT INVOLVEMENT AND SCHOOL SAFETY: Items 9 and 10

This section asks about parental involvement in your school and school safety programs.

9. LAST SCHOOL YEAR (1998-1999), were the following means of facilitating parent participation in place at this school? ("Parents" includes parents and other family members.)

NOTE: If you mark "Yes" for an activity, please mark the appropriate box to indicate the proportion of parental participation.

			If "Yes" - What proportion of parents participated?				
	Yes	No	Few	Less than half	About half	More than half	Most
a. Open house or back-to-school night	0168 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0169 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Regularly scheduled schoolwide parent-teacher conferences	0170 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0171 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Special subject-area events (e.g., science fair, concert)	0172 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0173 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Parent education workshops or courses	0174 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0175 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Written contract between school and parent	0176 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0177 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Parents as volunteers in the school	0178 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0179 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Parents involved in instructional issues	0180 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0181 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Parents involved in governance	0182 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0183 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Parents involved in budget decisions	0184 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0185 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

10a. Does this school currently have a violence prevention program?

0203 1 Yes
 2 No → **GO to Section V on page 9.**

b. Is there a formal procedure in place to assess the effectiveness of this violence prevention program?

0204 1 Yes
 2 No

V**TECHNOLOGY: Items 11-13**
These items ask about technology in your school.**11a. What is the total number of computers in this school?**

0277 Number of computers
0 None → **GO to Section VI on page 11.**

b. How many of these computers currently have access to the Internet?

0278 Number of computers
0 None

c. Of the total number of computers in your school (i.e., those in question 11a), how many are used for instructional purposes?

0279 Number of computers
0 None → **GO to item 13 on page 10.**

Continue with item 12 on page 10.

YOUR COMMENTS

12. Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? This person functions, either formally or informally, as a COMPUTER/TECHNOLOGY COORDINATOR with knowledge of educational uses of computer hardware and software.

• Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

- 0280
- 1 No one serves as this type of coordinator. Teachers who use computers take care of this need for themselves.
 - 2 A full-time school-level coordinator (who has no other job responsibility)
 - 3 A library media specialist who also serves as computer coordinator
 - 4 A full-time teacher who also has the title of this type of coordinator
 - 5 A teacher informally provides leadership to other teachers who use computers
 - 6 A district-level coordinator serves this function at this school
 - 7 The principal or another school administrator serves this function at this school
 - 8 A part-time teacher serves this function
 - 9 Another person – Describe ↗

5280

13. Which of the following statements best describes the person at this school who does, or helps teachers with, technical computer set-up and maintenance? This person functions, either formally or informally, as a COMPUTER/TECHNICAL SUPPORT PERSON.

• Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

- 0281
- 1 No one serves as this type of technical support person. Teachers who use computers take care of this need for themselves.
 - 2 A full-time school-level technical support person (who has no other job responsibility)
 - 3 A library media specialist who also serves as a technical support person
 - 4 A full-time teacher who also has the title of this type of technical support person
 - 5 A teacher informally provides assistance to other teachers who use computers
 - 6 A district-level technical support person serves this function at this school
 - 7 The principal or another school administrator serves this function at this school
 - 8 A part-time teacher serves this function
 - 9 Another person – Describe ↗

5281

VI

SPECIAL PROGRAMS AND SERVICES: Items 14-20

This section asks about various programs and services in your school.

14a. Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

- 0288
- 1 Yes
- 2 No → **GO to item 16a on page 12.**

b. Is this school operating a school-wide Title I program?

- 0289
- 1 Yes → **GO to item 16a on page 12.**
- 2 No → **Continue with item 15a.**

15a. If this school is designated as a targeted assistance school, how many students are served by the Title I program?

0290 Students

b. At which grade levels are students receiving Title I services?

• Mark (X) all that apply.

- | | | | | | | | |
|------|---|--------------------------|-----------------|------|---|--------------------------|----------|
| 0291 | 1 | <input type="checkbox"/> | Prekindergarten | 0299 | 1 | <input type="checkbox"/> | 7th |
| 0292 | 1 | <input type="checkbox"/> | Kindergarten | 0300 | 1 | <input type="checkbox"/> | 8th |
| 0293 | 1 | <input type="checkbox"/> | 1st | 0301 | 1 | <input type="checkbox"/> | 9th |
| 0294 | 1 | <input type="checkbox"/> | 2nd | 0302 | 1 | <input type="checkbox"/> | 10th |
| 0295 | 1 | <input type="checkbox"/> | 3rd | 0303 | 1 | <input type="checkbox"/> | 11th |
| 0296 | 1 | <input type="checkbox"/> | 4th | 0304 | 1 | <input type="checkbox"/> | 12th |
| 0297 | 1 | <input type="checkbox"/> | 5th | 0305 | 1 | <input type="checkbox"/> | Ungraded |
| 0298 | 1 | <input type="checkbox"/> | 6th | | | | |

YOUR COMMENTS

16a. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Do not include prekindergarten, postsecondary, or adult education students.

0315 Students

0 None → **GO to item 17a.**

b. How many of these IEP students are in each of the following instructional settings?

The sum of entries in item 14b should equal the entry in item 14a above.

0316 **All day in a regular classroom**

0317 **Most of the day in a regular classroom** (1–20 percent of the school day receiving special education and related services outside the regular classroom)

0318 **Some of the day in a regular classroom** (21–60 percent of the school day receiving special education and related services outside the regular classroom)

0319 **Little or none of the day in a regular classroom** (61–100 percent of the school day receiving special education and related services outside the regular classroom)

17a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0320 1 Yes

2 No → **GO to item 18a on page 13.**

b. How many limited-English proficient students are enrolled in this school?

0321 Students

YOUR COMMENTS

18. Are the following used to determine whether a student is limited-English proficient?

a. Information provided by parent

- 0322 1 Yes
2 No

b. Teacher observation or referral

- 0323 1 Yes
2 No

c. Home language survey

- 0324 1 Yes
2 No

d. Student interview

- 0325 1 Yes
2 No

e. Student records

- 0326 1 Yes
2 No

f. Achievement test

- 0327 1 Yes
2 No

g. Language proficiency test

- 0328 1 Yes
2 No

19a. From the start of the regular 1998-1999 school year through the 1999 summer session, were any MIGRANT students enrolled in this school?

(Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)

- 0342 1 Yes
2 No

END of reinterview.
GO to page 15.

b. What was the total cumulative enrollment of migrant students during the regular 1998-1999 school year and the 1999 summer session?

0343 Migrant students

20a. During the REGULAR 1998-1999 SCHOOL YEAR, did the migrant students in this school receive services covered at least in part by Title I Part C Migrant Education Program (MEP) funds under school control?

- 0344
- 1 Yes
 - 2 No
 - 3 Do not know
- } → **END of reinterview.
GO to page 15.**

b. What were these MEP-funded services?

• *Mark all that apply.*

- 0345 1 Supplemental instruction available to all students
- 0346 1 Instructional programs unique to migrant students
- 0347 1 Support services
- 0348 1 Other

YOUR COMMENTS

***Thank you very much for your participation
in this survey.***

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

**U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001**

Find out more about the Schools and Staffing Survey (SASS) and information about schools that was collected in the last survey. See SASS on the World Wide Web at:

<http://nces.ed.gov/surveys/sass>

Look for the report "Schools and Staffing in the United States: A Statistical Profile, 1993-94" under Publications (NCES 96-124).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

<http://www.fedstats.gov>

Attachment B: Private School Reinterview Questionnaire

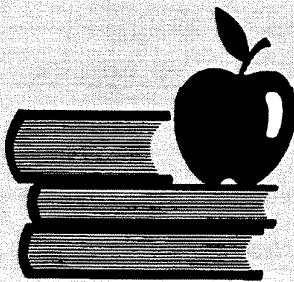
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PRIVATE SCHOOL REINTERVIEW QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999-2000 School Year



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society	National Association of Independent Schools
American Muslim Council	National Association of Private Schools for Exceptional Children
Association of Christian Schools International	The National Catholic Educational Association
Association of Christian Teachers and Schools	National Christian School Association
Association of Waldorf Schools of North America	National Coalition of Girls' Schools
Christian Schools International	National Independent Private Schools Association
Council for American Private Education	North American Division of Seventh Day Adventists
Evangelical Lutheran Church of America	Oral Roberts University Educational Fellowship
Friends Council on Education	Torah Umesorah - National Society for Hebrew Day Schools
Jesuit Secondary Education Association	United States Catholic Conference
Lutheran Church-Missouri Synod	Wisconsin Evangelical Lutheran Synod
Department of School Ministry	
Board for Congregational Services	

NOTICE

This report is authorized by law (20 U.S. Code 9003). The results will be reported in statistical summaries.

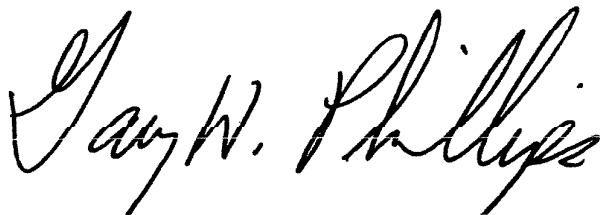
DEAR PRINCIPAL:

As part of conducting a survey, we like to evaluate the quality of our data. We want to measure how effective our questions and interview procedures are at obtaining reliable responses. One way to do this is to contact original respondents and reask selected items from the original questionnaire.

Please complete this questionnaire with information pertaining to the school named on the cover and return it within two weeks to the Bureau of the Census in the enclosed preaddressed envelope.

If you have any questions, please call the Census Bureau at 1-800-221-1204.

SINCERELY,



GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

I **GENERAL INFORMATION ABOUT YOUR SCHOOL: Items 1 and 2**
This section asks for general school information such as building capacity and enrollment.

1a. During the last school year (1998-1999), what is your best estimate of the percent of students in this school who were absent for the following number of days?

0104 % **0-9 days**

0105 % **10-20 days**

0106 % **21+ days**
(Percentage entries should sum to 100%)

b. During the last school year (1998-1999), what was the Average Daily Attendance (ADA) at this school?

0107 Students

2. What is the current enrollment CAPACITY of this school?

a. Capacity of permanent building(s)

0108 Students

No permanent buildings

b. Capacity of temporary building(s)

0109 Students

No temporary buildings

YOUR COMMENTS

**ADMISSIONS: Items 3 and 4**

This section asks about your school's policies on admissions.

3. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

- 0115
- 1 Yes
- 2 No → **GO to section III on page 5.**

4. Does this school use the following requirements for admission?**a. Admission test**

- 0116
- 1 Yes
- 2 No

b. Standardized achievement test

- 0117
- 1 Yes
- 2 No

c. Academic record

- 0118
- 1 Yes
- 2 No

d. Special student needs (e.g., students "at risk" or with disabilities)

- 0119
- 1 Yes
- 2 No

e. Special student aptitudes, skills, or talents

- 0120
- 1 Yes
- 2 No

f. Personal interview

- 0121
- 1 Yes
- 2 No

g. Recommendations

- 0122
- 1 Yes
- 2 No

h. Religious affiliation

- 0123
- 1 Yes
- 2 No

**STUDENTS AND CLASS ORGANIZATION: Items 5-7**

This section asks about curriculum options and school organization.

5. Has this school implemented the following?**a. Scheduling of class periods to create extended instructional blocks of time (block scheduling)**

- 0146 1 Yes
2 No

b. Before-school or after-school enrichment programs

- 0147 1 Yes
2 No

c. Academic intersessions or summer school activities for students needing extra assistance to meet academic expectations

- 0148 1 Yes
2 No

d. Academic intersessions or summer school activities for students seeking academic advancement or acceleration

- 0149 1 Yes
2 No

e. Year-round calendar to distribute school days across twelve months

- 0151 1 Yes
2 No → *GO to item 6a on page 6.*

(1) Do all students attend on the same cycle?

- 0152 1 Yes
2 No

YOUR COMMENTS

6a. Does this school have students in one or more of grades 1-8?

0153

1 Yes

2 No → **GO to item 7a below.**

b. Which of the following best describes this school's approach to providing instruction in core subjects (math, science, social studies, English/language arts) to regular students in grades 1-8?

• *Mark (X) only one box.*

0154

1 **All classes in core subjects have students assigned into classrooms of mixed ability levels.**

2 **Some classes in core subjects have students assigned into classrooms of mixed ability levels.**

3 **Not applicable: only one class per grade**

7a. Does this school have students in one or more of grades 9-12?

0155

1 Yes

2 No → **GO to section IV on page 7.**

b. Which of following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in grades 9-12?

• *Mark (X) only one box.*

0156

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**

YOUR COMMENTS

IV

PARENT INVOLVEMENT AND SCHOOL SAFETY: Items 8 and 9

This section asks about parental involvement in your school and school safety programs.

8. LAST SCHOOL YEAR (1998-1999), were the following means of facilitating parent participation in place at this school? ("Parents" includes parents and other family members.)

NOTE: If you mark "Yes" for an activity, please mark the appropriate box to indicate the proportion of parental participation.

			If "Yes" - What proportion of parents participated?				
	Yes	No	Few	Less than half	About half	More than half	Most
a. Open house or back-to-school night	0168 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0169 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Regularly scheduled schoolwide parent-teacher conferences	0170 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0171 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Special subject-area events (e.g., science fair, concert)	0172 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0173 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Parent education workshops or courses	0174 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0175 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Written contract between school and parent	0176 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0177 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Parents as volunteers in the school	0178 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0179 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Parents involved in instructional issues	0180 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0181 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Parents involved in governance	0182 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0183 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Parents involved in budget decisions	0184 1 <input type="checkbox"/>	2 <input type="checkbox"/>	0185 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

9a. Does this school currently have a violence prevention program?

0203

1 Yes

2 No → **GO to section V below.**

b. Is there a formal procedure in place to assess the effectiveness of this violence prevention program?

0204

1 Yes

2 No

V TECHNOLOGY: Items 10-12
These items ask about technology in your school.

10a. What is the total number of computers in this school?

0277

Number of computers

0 None → **GO to section VI on page 10.**

b. How many of these computers currently have access to the Internet?

0278

Number of computers

0 None

c. Of the total number of computers in your school (i.e., those in question 74a), how many are used for instructional purposes?

0279

Number of computers

0 None → **GO to item 12 on page 9.**

Continue with item 11 on page 9.

YOUR COMMENTS

11. Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? This person functions, either formally or informally, as a COMPUTER/TECHNOLOGY COORDINATOR with knowledge of educational uses of computer hardware and software.

• Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

- 0280
- 1 No one serves as this type of coordinator. Teachers who use computers take care of this need for themselves.
 - 2 A full-time school-level coordinator (who has no other job responsibility)
 - 3 A library media specialist who also serves as computer coordinator
 - 4 A full-time teacher who also has the title of this type of coordinator
 - 5 A teacher informally provides leadership to other teachers who use computers
 - 7 The principal or another school administrator serves this function at this school
 - 8 A part-time teacher serves this function
 - 9 Another person - Describe ↘

5280 _____

12. Which of the following statements best describes the person at this school who does, or helps teachers with, technical computer set-up and maintenance? This person functions, either formally or informally, as a COMPUTER/TECHNICAL SUPPORT PERSON.

• Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

- 0281
- 1 No one serves as this type of technical support person. Teachers who use computers take care of this need for themselves.
 - 2 A full-time school-level technical support person (who has no other job responsibility)
 - 3 A library media specialist who also serves as a technical support person
 - 4 A full-time teacher who also has the title of this type of technical support person
 - 5 A teacher informally provides assistance to other teachers who use computers
 - 7 The principal or another school administrator serves this function at this school
 - 8 A part-time teacher serves this function
 - 9 Another person - Describe ↘

5281 _____

VI

SPECIAL PROGRAMS AND SERVICES: Items 13-17

This section asks about various programs and services in your school.

13. Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low income families.)

0288 1 Yes → **Continue with item 14a.**

2 No → **GO to item 15a on page 11.**

14a. How many students are served by this Title I program?

0290 Students

b. At which grade levels are students receiving Title I services?

• Mark (X) all that apply.

0291 1 Prekindergarten

0299 1 7th

0292 1 Kindergarten

0300 1 8th

0293 1 1st

0301 1 9th

0294 1 2nd

0302 1 10th

0295 1 3rd

0303 1 11th

0296 1 4th

0304 1 12th

0297 1 5th

0305 1 Ungraded

0298 1 6th

YOUR COMMENTS

15a. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Do not include prekindergarten, postsecondary, or adult education students.

0315 Students

0 None → GO to item 16a.

b. How many of these IEP students are in each of the following instructional settings?

The sum of entries in item 82b should equal the entry in item 82a above.

0316 All day in a regular classroom

0317 Most of the day in a regular classroom (1–20 percent of the school day receiving special education and related services outside the regular classroom)

0318 Some of the day in a regular classroom (21–60 percent of the school day receiving special education and related services outside the regular classroom)

0319 Little or none of the day in a regular classroom (61–100 percent of the school day receiving special education and related services outside the regular classroom)

16a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0320 1 Yes

2 No → END of interview.
GO to page 13.

b. How many limited-English proficient students are enrolled in this school?

0321 Students

YOUR COMMENTS

17. Are the following used to determine whether a student is limited-English proficient?

a. Information provided by parent

0322 1 Yes

2 No

b. Teacher observation or referral

0323 1 Yes

2 No

c. Home language survey

0324 1 Yes

2 No

d. Student interview

0325 1 Yes

2 No

e. Student records

0326 1 Yes

2 No

f. Achievement test

0327 1 Yes

2 No

g. Language proficiency test

0328 1 Yes

2 No

YOUR COMMENTS

***Thank you very much for your participation
in this survey.***

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

**U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001**

**Find out more about the Schools and Staffing
Survey (SASS) and information about private
schools that was collected in the last survey.
See SASS on the World Wide Web at:**

<http://nces.ed.gov/surveys/sass>

**Look for the report "Private Schools in the
United States: A Statistical Profile, 1993-94"
under Publications (NCES 97-459).**

**Additional data collected by the National
Center for Education Statistics (NCES) on a
variety of topics in elementary, secondary,
postsecondary, and international education
are available from NCES's Web site at:**

<http://nces.ed.gov>

**For additional data collected by various Federal
agencies, including the Department of
Education, visit the FedStats site at:**

<http://www.fedstats.gov>

Attachment C: Teacher Reinterview Questionnaire

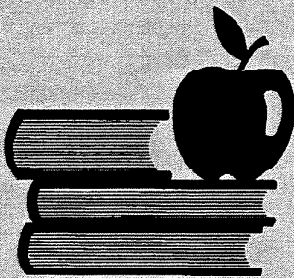
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

TEACHER REINTERVIEW QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999-2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

NOTICE

This report is authorized by law (20 U.S. Code 9003). The results will be reported in statistical summaries.

FORM **SASC-A(R)**
(12-10-99)

DEAR TEACHER:

Thank you for completing the Teacher Questionnaire for the Schools and Staffing Survey. I appreciate your help in making this survey a success.

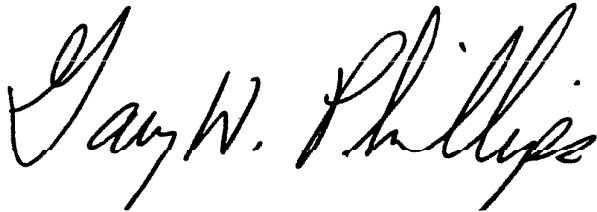
As a follow-up, I would like to ask you to participate in an evaluation of selected questions used in the survey you originally completed. Your participation in this follow-up evaluation is voluntary.

Please complete and return the enclosed follow-up questionnaire. Completing this questionnaire will take you about ten minutes. Your response will help the National Center for Education Statistics and Census Bureau evaluate the quality of this survey and improve the questionnaire in future surveys.

We will report your data only in statistical summaries so that individuals cannot be identified.

Thank you for your help. I look forward to receiving your questionnaire.

SINCERELY,



GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

TEACHING EXPERIENCE: Items 1-3

This section asks for information on your teaching experience.

1. THIS school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?

Record the assignment field code and the assignment field name from Table 1 on page 5.

0102 Code Main assignment field 5102 _____

2. What was your main teaching assignment field LAST school year?

0120 1 Same as this year

2 Different from this year

Please record the assignment field code and the assignment field name from Table 1 on page 5.

0121 Code Assignment field 5121 _____

0120 3 I did not teach last school year

3a. In what year did you begin your first teaching position, either full-time or part-time, at the elementary or secondary level?

Do not count practice teaching.

0122 Year

b. Was your first year of teaching, reported in item 3a above, BEFORE the 1995-1996 school year?

0123 1 Yes → **GO to Section II on page 6.**

2 No

c. Did your preparation for teaching include -

(1) Coursework in how to select and adapt instructional materials?

0124 1 Yes

2 No

(2) Coursework in learning theory or psychology appropriate to the age of students you teach?

0125 1 Yes

2 No

(3) Your observation of other classroom teaching?

0126 1 Yes

2 No

(4) Feedback on your teaching?

0127 1 Yes

2 No

TABLE 1. TEACHING ASSIGNMENT FIELD CODES
For questions 1 and 2

<p>General</p> <p>01 Prekindergarten</p> <p>02 Kindergarten</p> <p>03 Elementary</p> <p>Special Areas</p> <p>04 American Indian/Native American studies</p> <p>05 Architecture or environmental design</p> <p>06 Art</p> <p>07 Basic skills or remedial education</p> <p>08 Bilingual education</p> <p>09 Computer science</p> <p>10 Dance</p> <p>11 Drama/Theater</p> <p>12 English as a Second Language</p> <p>13 Family and consumer science (home economics)</p> <p>14 Gifted</p> <p>15 Health education</p> <p>16 Mathematics</p> <p>17 Military science</p> <p>18 Music</p> <p>19 Philosophy</p> <p>20 Physical education</p> <p>21 Religion</p> <p>22 Social studies or social science (including history)</p> <p>English or Language Arts</p> <p>23 English or language arts</p> <p>24 Journalism</p> <p>25 Reading</p> <p>Foreign Languages</p> <p>26 French</p> <p>27 German</p> <p>28 Latin</p> <p>29 Russian</p> <p>30 Spanish</p> <p>31 Other foreign languages</p>	<p>Science</p> <p>32 Biology or life science</p> <p>33 Chemistry</p> <p>34 Earth/space science/geology</p> <p>35 General science</p> <p>36 Physical science</p> <p>37 Physics</p> <p>38 Other natural sciences</p> <p>Vocational-Technical Education</p> <p>39 Accounting</p> <p>40 Agricultural or natural resources</p> <p>41 Business/office</p> <p>42 Career education</p> <p>43 Communications technologies</p> <p>44 Cosmetology</p> <p>45 Food services</p> <p>46 Health occupations</p> <p>47 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)</p> <p>48 Other vocational/technical education</p> <p>Special Education</p> <p>49 Special education, general</p> <p>50 Autism</p> <p>51 Deaf and hard-of-hearing</p> <p>52 Developmentally delayed</p> <p>53 Early childhood special education</p> <p>54 Emotionally disturbed or behavior disorders</p> <p>55 Learning disabilities</p> <p>56 Mentally retarded</p> <p>57 Mildly/moderately disabled</p> <p>58 Orthopedically impaired</p> <p>59 Severely/profoundly disabled</p> <p>60 Speech/language impaired</p> <p>61 Traumatocally brain-injured</p> <p>62 Visually impaired</p> <p>63 Other special education</p> <p>64 All Others</p>
--	--



PROFESSIONAL DEVELOPMENT: Items 4 and 5

This section asks about various professional development activities and their impact.

4a. In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?

NOTE: Your main teaching assignment is the field in which you teach the most classes, as reported in item 1 on page 4.

0159

- 1 Yes
2 No → GO to item 4b below.

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0100

- 1 0 hours or less
2 9-16 hours
3 17-32 hours
4 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ← → Very useful

0161

- 1 2 3 4 5

b. In the past 12 months, have you participated in any professional development activities that focused on methods of teaching?

0165

- 1 Yes
2 No → GO to item 5 on page 7.

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0166

- 1 8 hours or less
2 9-16 hours
3 17-32 hours
4 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ← → Very useful

0167

- 1 2 3 4 5

5. For the professional development in which you participated in the last 12 months, did you receive the following types of support?

a. Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else)

0179 1 Yes

2 No

b. Scheduled time in the contract year for professional development

0180 1 Yes

2 No

c. Stipend for professional development activities that took place outside regular work hours

0181 1 Yes

2 No

d. Full or partial reimbursement of college tuition

0182 1 Yes

2 No

e. Reimbursement for conference or workshop fees

0183 1 Yes

2 No

f. Reimbursement for travel and/or daily expenses

0184 1 Yes

2 No

YOUR COMMENTS

**RESOURCES AND ASSESSMENT OF STUDENTS: Items 6-11**

This set of questions asks about different types of students and the resources provided for teaching them.

6a. Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)?

0244 Students with an IEP

0 None → **GO to item 7 below.**

b. Do you or these students receive the following types of support in your classroom?

(1) Special aide or personal assistant

0245 1 Yes

2 No

(2) Consulting/itinerant teacher

0246 1 Yes

2 No

(3) Accommodations such as more time on tests or behavioral management plan

0247 1 Yes

2 No

7. Of all the students you teach at this school, how many are of limited-English proficiency?

(Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0249 Students

0 None

8. Do you use different groupings of students in your classroom to teach students who learn at different rates?

0253 1 Yes

2 No

9. Are students assigned to your classes on the basis of achievement or ability level?

0254 1 Yes

2 No

10. Do students in any of your classes use computers during class time?

- 0259 1 Yes → *Continue with item 11 below.*
2 No → *GO to Section IV below.*

11. In your MAIN teaching assignment field, do students in your classes use computers during class time?

- 0260 1 Yes } *Continue with Section IV below.*
2 No }

IV

WORKING CONDITIONS: Items 12 and 13
This section asks about safety at THIS school.

12a. Has a student FROM THIS SCHOOL ever threatened to injure you?

- 0280 1 Yes
2 No → *GO to item 13a below.*

b. Has a student threatened to injure you IN THE PAST 12 MONTHS?

- 0281 1 Yes
2 No → *GO to item 13a below.*

c. In the past 12 months, how many times has a student threatened to injure you?

0202 Times

13a. Has a student FROM THIS SCHOOL ever physically attacked you?

- 0283 1 Yes
2 No → *GO to Section V on page 10.*

b. Has a student physically attacked you IN THE PAST 12 MONTHS?

- 0284 1 Yes
2 No → *GO to Section V on page 10.*

c. In the past 12 months, how many times has a student physically attacked you?

0285 Times

V

DECISION MAKING: Item 14

This section asks about your perception of various issues about teaching.

14. To what extent is each of the following a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.		Serious problem	Moderate problem	Minor problem	Not a problem
		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
a. Student tardiness	0321	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Student absenteeism	0322	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teacher absenteeism	0323	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Students cutting class	0324	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Physical conflicts among students	0325	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Robbery or theft	0326	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Vandalism of school property	0327	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Student pregnancy	0328	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Student use of alcohol	0329	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Student drug abuse	0330	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Student possession of weapons	0331	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. Student disrespect for teachers	0332	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. Students dropping out	0333	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
n. Student apathy	0334	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
o. Lack of parent involvement	0335	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
p. Poverty	0336	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
q. Students come to school unprepared to learn	0337	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
r. Poor student health	0338	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

VI**DEMOGRAPHIC INFORMATION: Items 15 and 16**

This section requests information about selected demographics.

15a. What is your race?

Mark (X) only one box.

- 0357
- 1 American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
- 2 Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
- 3 Black
- 4 White

GO to item 16 below.

b. Are you enrolled in a state or federally recognized tribe?

- 0358
- 1 Yes
- 2 No

16. Are you of Hispanic origin?

- 0359
- 1 Yes
- 2 No

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

**U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001**

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Look for the report "America's Teachers: Profile of a Profession, 1993-1994" under Publications (NCES 97-460).

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For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

<http://www.fedstats.gov>

Attachment D: CSMR Comments and Recommendations

[This attachment represents the opinions of one individual and is not included in the 1999–2000 SASS Data File User’s Manual.]

Attachment E: Response Variance Formulas

Formulas for categorical questions use **a**, **b**, **c**, **d** and **n** from the cross-tabulation table:

Reinterview Response	Original Response				
	Total	N/A	Subtotal	Yes	No
Total					
N/A					
Subtotal			n	a + c	b + d
Yes			a + b	a	b
No			c + d	c	d

(For multi-category questions, we treat “in category” as *yes* and “not in category” as *no*.)

- Original Percentage — the percentage of original responses in a specific answer category. The formula is:

$$P_o = [(a+c)/n] \times 100$$

- Reinterview Percentage — the percentage of reinterview responses in a specific answer category. The formula is:

$$P_r = [(a+b)/n] \times 100$$

- Net Difference Rate (NDR) — the difference between the original percent in a specific answer category and the reinterview percent in that category. The net difference rate measures the net effect of responses changing into and out of that category. The formula is:

$$\begin{aligned} \text{NDR} &= P_o - P_r \\ &= [(a+c) - (a+b)]/n \times 100 \\ &= [(c-b)/n] \times 100 \end{aligned}$$

- Gross Difference Rate (GDR) — the percentage of the responses which change into or out of a specific answer category. The formula is:

$$\text{GDR} = [(b+c)/n] \times 100$$

- Simple Response Variance — the average variance of responses from the same units to

the same question over repeated interviews. The simple response variance equals half of the GDR (expressed as a proportion). The formula is:

$$SRV = (b+c)/2n$$

- Index of Inconsistency — the ratio (scaled as a percentage) of simple response variance to the total population variance for a characteristic. The index represents the proportion of the total population variance for a characteristic caused by simple response variance.

For categorical data, when $P = P_o = P_r$, the formula is:

$$\text{Index} = [SRV/P(1-P)] \times 100 = [(b+c)/2n] / P(1-P) \times 100$$

where the total population variance for the characteristic is $P(1-P)$.

For quantitative data, the index equals $1 - R$, where R is the reliability coefficient, a measure of reliability used in test theory. R is equal to the correlation between original interview and reinterview values, as follows:

$$R = \rho_{y_{i1}y_{i2}} = \frac{\text{Cov}(y_{i1}, y_{i2})}{\sqrt{\text{Var}(y_{i1})\text{Var}(y_{i2})}}$$

- Overall GDR (L-fold GDR) — the percentage of people who change their answers to a question.
- Aggregate Index of Inconsistency (L-fold Index) — a weighted average of indices of inconsistency across all categories of the question.

Modified Questions - Public and Private School Reinterviews

The left side of the tables below lists the question as it appeared in the 1993-1994 SASS School Reinterview questionnaire and the response variance measures for that question. The question number refers to the 1993-1994 school reinterview questionnaire. We referred to the 1993-1994 SASS reinterview report for the 1993-1994 response variance measures. The right side of the tables lists the same information for the 1999-2000 SASS Public and Private School Reinterview. The first question number refers to the 1999-2000 public school reinterview questionnaire while the second refers to the private school reinterview questionnaire.

1993-1994 Question*

1999-2000 Question

Question 12a	Question 17a/16a	
Index = 13.8 (10.4, 18.3) GDR = 6.5 (4.8, 8.3)	Public Schools Index = 17.3 (14.6, 20.4) GDR = 8.6 (7.3, 10.2)	Private Schools Index = 36.5 (27.5, 47.9) GDR = 10.1 (7.6, 13.3)
Around the first of October, were any of the students in this school identified as limited English proficient (LEP)? G Yes G No	Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient? G Yes G No	

Question 12b	Question 17b/16b	
Index = 5.1 (1.6, 8.6)	Public Schools Index = 18.4 (7.9, 29.0)	Private Schools Index = 2.6 (0.4, 4.8)
Around the first of October, how many students were identified as limited English proficient?	How many limited-English proficient students are enrolled in this school?	

Question 12c		Questions 18a-g/17a-g		
Which of the following methods are used by this school (or the school district, for public schools) to determine whether a student is limited English proficient?		Are the following used to determine whether a student is limited-English proficient?		
Mark (X) all that apply.			Public Schools	Private Schools
Recommendation by parent	Index = 56.9 (47.7, 68.8) GDR = 27.4 (22.3, 32.5)	Information provided by parent G Yes G No	Index = 70.8 (55.2, 90.1) GDR = 6.4 (5.0, 8.1)	Index = 84.4 (42.5, 151.5) GDR = 13.7 (6.9, 24.6)
Teacher observation or referral	Index = 53.9 (43.0, 68.6) GDR = 18.8 (14.3, 23.2)	Teacher observation or referral G Yes G No	Index = 62.4 (51.2, 75.6) GDR = 9.8 (8.0, 11.8)	Index = 60.9 (26.1, 124.1) GDR = 9.8 (4.2, 20.0)
Home language survey or assessment	Index = 29.6 (22.7, 39.2) GDR = 14.4 (10.4, 18.4)	Home language survey G Yes G No	Index = 40.8 (35.0, 47.3) GDR = 15.5 (13.3, 18.0)	Index = 59.0 (32.9, 96.8) GDR = 18.8 (10.4, 30.7)
Oral interview in native language	Index = 41.7 (33.7, 52.3) GDR = 20.7 (16.1, 25.3)	Student interview G Yes G No	Index = 66.6 (58.4, 75.6) GDR = 20.1 (17.6, 22.8)	Index = 70.0 (41.8, 108.5) GDR = 21.6 (12.9, 33.4)
Previous student record	Index = 59.1 (49.0, 72.4) GDR = 25.0 (20.1, 29.9)	Student records G Yes G No	Index = 79.0 (64.7, 95.9) GDR = 9.6 (7.9, 11.7)	Index = 57.8 (32.2, 95.0) GDR = 18.4 (10.2, 30.2)
Achievement test results	Index = 52.8 (43.3, 65.3) GDR = 23.1 (18.3, 27.9)	Achievement test G Yes G No	Index = 51.8 (46.2, 57.9) GDR = 25.7 (22.9, 28.7)	Index = 38.6 (21.5, 63.1) GDR = 19.1 (10.7, 31.3)
Written language exam	Index = 32.8 (25.5, 42.7) GDR = 15.9 (11.7, 20.0)	Language proficiency test G Yes G No	Index = 41.6 (36.1, 47.8) GDR = 17.8 (15.4, 20.4)	Index = 21.3 (9.2, 43.3) GDR = 10.6 (4.6, 21.6)

* The 1993-1994 public and private school data were not analyzed separately, therefore, only one response variance measure is given per question.

Modified Questions - Public and Private School Teacher Reinterviews

The left side of the tables below lists the question as it appeared in the 1993-1994 SASS Teacher Reinterview questionnaire and the response variance measures for that question. The question number refers to the 1993-1994 teacher reinterview questionnaire. We referred to the 1993-1994 SASS reinterview report for the 1993-1994 response variance measures. The right side of the tables lists the same information for the 1999-2000 SASS Public and Private School Reinterview.

1993-1994 Question*

1999-2000 Question

Questions 11a-e	Questions 4a, 4a(1), 4b, 4b(1)
<p>Since the end of last school year, have you participated in any in-service or professional development programs which focused on the following topics?</p> <p>Uses of educational technology for instruction (e.g., use of computer, satellite learning)</p> <p><input type="checkbox"/> Yes - How many hours did the program last V</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> 8 hours or less</p> <p><input type="checkbox"/> 9-32 hours</p> <p><input type="checkbox"/> More than 32 hours</p> <p>Index = 45.4 (41.0, 50.3) GDR = 22.7 (20.3, 25.0)</p> <p>Index = 44.1 (37.3, 52.7) GDR = 21.2 (17.5, 24.9)</p>	<p>4a. In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Public Schools: Index = 62.7 (58.2, 67.3) GDR = 31.1 (28.8, 33.4)</p> <p>Private Schools: Index = 55.7 (48.8, 63.2) GDR = 28.3 (24.8, 32.1)</p>
<p>Methods of teaching your subject field</p> <p><input type="checkbox"/> Yes - How many hours did the program last V</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> 8 hours or less</p> <p><input type="checkbox"/> 9-32 hours</p> <p><input type="checkbox"/> More than 32 hours</p> <p>Index = 50.0 (45.3, 55.4) GDR = 23.8 (21.4, 26.2)</p> <p>Index = 59.7 (53.8, 66.7) GDR = 35.6 (31.8, 39.5)</p>	<p>4a(1). In the past 12 months, how many hours did you spend on the activities?</p> <p>Mark (X) only one box.</p> <p><input type="checkbox"/> 8 hours or less</p> <p><input type="checkbox"/> 9-16 hours</p> <p><input type="checkbox"/> 17-32 hours</p> <p><input type="checkbox"/> 33 hours or more</p> <p>Public Schools: Index = 69.6 (64.5, 74.7) GDR = 51.4 (47.6, 55.1)</p> <p>Private Schools: Index = 55.4 (46.6, 64.6) GDR = 41.1 (34.6, 48.0)</p>

<p>In-depth study in your subject field</p> <p><input type="checkbox"/> Yes - How many hours did the program last V</p> <p><input type="checkbox"/> No</p> <p>Index = 52.0 (46.7, 58.2) GDR = 21.4 (19.0, 23.7)</p>	<p>4b. In the past 12 months, have you participated in any professional development activities that focused on methods of teaching?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Public Schools: Index = 60.8 (55.7, 66.1) GDR = 25.1 (23.0, 27.3)</p> <p>Private Schools: Index = 49.7 (42.7, 57.3) GDR = 23.4 (20.2, 27.1)</p>
<p>Student assessment (e.g., methods of testing, evaluation, performance assessment)</p> <p><input type="checkbox"/> Yes - How many hours did the program last V</p> <p><input type="checkbox"/> No</p> <p>Index = 52.1 (47.4, 57.4) GDR = 25.8 (23.3, 28.3)</p>	<p><input type="checkbox"/> 8 hours or less <input type="checkbox"/> 9-32 hours <input type="checkbox"/> More than 32 hours</p> <p>Index = 58.4 (49.3, 69.9) GDR = 24.4 (20.1, 28.7)</p>
<p>Cooperative learning in the classroom</p> <p><input type="checkbox"/> Yes - How many hours did the program last V</p> <p><input type="checkbox"/> No</p> <p>Index = 45.9 (41.3, 51.1) GDR = 22.7 (20.3, 25.1)</p>	<p>4b(1). In the past 12 months, how many hours did you spend on the activities?</p> <p>Mark (X) only one box.</p> <p><input type="checkbox"/> 8 hours or less <input type="checkbox"/> 9-16 hours <input type="checkbox"/> 17-32 hours <input type="checkbox"/> 33 hours or more</p> <p>Public Schools: Index = 68.7 (64.2, 73.3) GDR = 49.0 (45.7, 52.2)</p> <p>Private Schools: Index = 75.6 (67.1, 84.2) GDR = 50.9 (45.1, 56.7)</p>

Question 12		Questions 5a-f		
What types of support have you received during the current school year for in-service education or professional development in your MAIN teaching assignment field? Mark (X) all that apply.		For the professional development in which you participated in the last 12 months, did you receive the following types of support?		
			Public School Teachers	Private School Teachers
Released time from teaching	Index = 51.6 (46.8, 57.2) GDR = 25.7 (23.2, 28.3)	Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else) <input type="checkbox"/> Yes <input type="checkbox"/> No	Index = 50.9 (46.7, 55.3) GDR = 25.6 (23.5, 27.8)	Index = 46.1 (39.2, 53.8) GDR = 23.0 (19.5, 26.8)
Scheduled time (i.e., time built into your schedule for professional development)	Index = 62.1 (57.0, 68.0) GDR = 30.9 (28.2, 33.7)	Scheduled time in the contract year for professional development <input type="checkbox"/> Yes <input type="checkbox"/> No	Index = 67.0 (61.7, 72.6) GDR = 27.4 (25.3, 29.7)	Index = 51.0 (43.8, 58.9) GDR = 25.5 (21.9, 29.5)
Travel and/or per diem expenses	Index = 43.7 (38.7, 49.5) GDR = 18.7 (16.4, 21.0)	Stipend for professional development activities that took place outside regular work hours <input type="checkbox"/> Yes <input type="checkbox"/> No	Index = 49.0 (44.5, 53.7) GDR = 22.6 (20.6, 24.8)	Index = 60.2 (49.7, 72.3) GDR = 17.8 (14.7, 21.4)
Tuition and/or fees	Index = 47.2 (42.0, 53.3) GDR = 19.8 (17.4, 22.1)	Full or partial reimbursement of college tuition <input type="checkbox"/> Yes <input type="checkbox"/> No	Index = 33.5 (28.3, 39.5) GDR = 8.7 (7.4, 10.3)	Index = 29.2 (22.1, 38.2) GDR = 10.1 (7.6, 13.1)
Professional growth credits	Index = 50.5 (45.5, 56.3) GDR = 23.4 (20.9, 25.9)	Reimbursement for conference or workshop fees <input type="checkbox"/> Yes <input type="checkbox"/> No	Index = 39.0 (35.1, 43.1) GDR = 19.5 (17.6, 21.6)	Index = 42.8 (35.8, 50.7) GDR = 20.0 (16.7, 23.7)

None of the above	Index = 87.4 (77.5, 99.0) GDR = 18.9 (16.5, 21.2)	Reimbursement for travel and/or daily expenses <input type="checkbox"/> Yes <input type="checkbox"/> No	Index = 32.8 (29.1, 36.9) GDR = 15.5 (13.7, 17.4)	Index = 29.4 (23.2, 36.7) GDR = 12.7 (10.0, 15.8)
Question 15a		Question 12a		
Index = 26.7 (22.3, 32.1) GDR = 9.0 (7.4, 10.6)		Public School Teachers Index = 28.7 (24.8, 33.1) GDR = 10.4 (9.0, 12.0)	Private School Teachers Index = 33.0 (21.5, 49.6) GDR = 3.8 (2.5, 5.8)	
Has a student from this school ever threatened to injure you? <input type="checkbox"/> Yes <input type="checkbox"/> No		Has a student FROM THIS SCHOOL ever threatened to injure you? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Question 15b	Questions 12b-c
Has a student threatened to injure you in the past 12 months? <input type="checkbox"/> Yes - How many times v _____ <input type="checkbox"/> No	Has a student threatened to injure you IN THE PAST 12 MONTHS? <input type="checkbox"/> Yes <input type="checkbox"/> No Public School Teachers: Index = 27.7 (21.8, 34.9) GDR = 11.7 (9.2, 14.8) Private School Teachers: Index = 30.4 (15.2, 56.5) GDR = 7.7 (3.8, 14.3)
Index = 38.9 (30.7, 50.1) GDR = 19.4 (14.6, 24.3)	Index = 1.5 (0.1, 2.9)
	In the past 12 months, how many times has a student threatened to injure you? _____ Times Public School Teachers: Index = 44.7 (27.4, 62.0) Private School Teachers: Index = 9.3 (-3.7, 22.4)

Question 16a	Question 13a	
Index = 25.9 (19.6, 34.2) GDR = 3.9 (2.8, 5.0)	Public School Teachers Index = 19.9 (15.5, 25.4) GDR = 4.1 (3.2, 5.2)	Private School Teachers Index = 16.7 (7.1, 36.3) GDR = 1.1 (0.5, 2.5)
Has a student from this school ever physically attacked you? <input type="checkbox"/> Yes <input type="checkbox"/> No	Has a student FROM THIS SCHOOL ever physically attacked you? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Question 16b	Questions 13b-c	
Has a student physically attacked you in the past 12 months? <input type="checkbox"/> Yes - How many times v _____ <input type="checkbox"/> No Index = 13.3 (6.9, 25.8) (There were too few cases for this GDR = 6.1 (2.1, 10.1) question to estimate the index.)	Has a student physically attacked you IN THE PAST 12 MONTHS? <input type="checkbox"/> Yes <input type="checkbox"/> No Public School Teachers: Index = 24.6 (17.0, 34.8) GDR = 7.9 (5.5, 11.2) Private School Teachers: Index = 14.3 (3.1, 46.2) GDR = 3.2 (0.7, 10.4)	
	In the past 12 months, how many times has a student threatened to injure you? _____ Times Public School Teachers: Index = 59.6 (33.1, 86.2) Private School Teachers: Index = 25.2 (0.8, 49.5)	

Questions 14a-n		Questions 14a-r		
To what extent is each of the following matters a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.		To what extent is each of the following a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.		
Mark (X) one box on each line.			Public School Teachers	Private School Teachers
Student tardiness	Index = 56.5 (52.8, 60.7) GDR = 38.5 (35.8, 41.2)	Student tardiness	Index = 59.9 (56.4, 63.4) GDR = 41.3 (38.9, 43.7)	Index = 61.6 (55.6, 67.9) GDR = 39.1 (35.3, 43.1)
Student absenteeism	Index = 59.5 (55.9, 63.6) GDR = 41.8 (39.1, 44.5)	Student absenteeism	Index = 55.9 (52.4, 59.4) GDR = 38.1 (35.8, 40.6)	Index = 59.7 (53.5, 66.2) GDR = 36.3 (32.6, 40.3)
Teacher absenteeism	Index = 60.0 (55.8, 64.7) GDR = 35.5 (32.9, 38.2)	Teacher absenteeism	Index = 57.4 (53.6, 61.3) GDR = 34.6 (32.3, 37.0)	Index = 60.8 (52.9, 69.3) GDR = 26.5 (23.1, 30.2)
Students cutting class	Index = 47.3 (43.6, 51.6) GDR = 29.9 (27.4, 32.5)	Students cutting class	Index = 45.4 (42.0, 48.9) GDR = 29.8 (27.6, 32.1)	Index = 42.1 (33.4, 52.5) GDR = 11.5 (9.1, 14.4)
Physical conflicts among students	Index = 62.4 (58.6, 66.8) GDR = 41.2 (38.5, 43.9)	Physical conflicts among students	Index = 61.6 (57.8, 65.5) GDR = 38.6 (36.2, 41.0)	Index = 56.4 (49.4, 63.9) GDR = 28.3 (24.8, 32.0)
Robbery or theft	Index = 60.1 (56.1, 64.6) GDR = 38.2 (35.5, 40.9)	Robbery or theft	Index = 55.5 (51.8, 59.3) GDR = 34.4 (32.1, 36.8)	Index = 45.1 (38.4, 52.5) GDR = 21.2 (18.1, 24.7)
Vandalism of school property	Index = 60.0 (56.1, 64.2) GDR = 39.9 (37.2, 42.6)	Vandalism of school property	Index = 57.0 (53.3, 60.8) GDR = 35.8 (33.5, 38.2)	Index = 49.0 (42.2, 56.4) GDR = 23.8 (20.5, 27.4)
Student pregnancy	Index = 35.5 (32.1, 39.2) GDR = 23.4 (21.1, 25.8)	Student pregnancy	Index = 35.2 (32.1, 38.5) GDR = 22.7 (20.7, 24.8)	Index = 35.1 (25.6, 47.6) GDR = 6.6 (4.8, 8.9)
Student use of alcohol	Index = 43.7 (40.3, 47.5) GDR = 31.2 (28.6, 33.7)	Student use of alcohol	Index = 37.1 (34.2, 40.2) GDR = 26.8 (24.7, 29.0)	Index = 30.5 (24.9, 37.0) GDR = 14.4 (11.8, 17.5)
Student drug abuse	Index = 46.1 (42.6, 50.1) GDR = 31.5 (28.9, 34.1)	Student drug abuse	Index = 41.0 (37.9, 44.2) GDR = 29.3 (27.1, 31.6)	Index = 40.8 (34.1, 48.4) GDR = 17.6 (14.8, 20.9)
Student possession of weapons	Index = 43.5 (39.6, 48.0) GDR = 24.7 (22.3, 27.0)	Student possession of weapons	Index = 50.8 (46.7, 55.2) GDR = 25.9 (23.8, 28.1)	Index = 57.2 (40.5, 79.6) GDR = 5.7 (4.0, 7.9)

Verbal abuse of teachers	Index = 58.5 (54.8, 62.6) GDR = 40.5 (37.8, 43.2)			
Student disrespect for teachers	Index = 50.8 (47.3, 54.8) GDR = 36.0 (33.4, 38.7)	Student disrespect for teachers	Index = 51.6 (48.3, 55.0) GDR = 36.1 (33.8, 38.5)	Index = 45.6 (40.0, 51.7) GDR = 28.4 (24.9, 32.2)
Students dropping out	Index = 40.6 (37.2, 44.6) GDR = 26.8 (24.3, 29.2)	Students dropping out	Index = 40.2 (37.0, 43.5) GDR = 26.8 (24.7, 29.0)	Index = 49.7 (38.7, 63.2) GDR = 10.0 (7.8, 12.7)
		Student apathy	Index = 50.3 (47.1, 53.6) GDR = 36.8 (34.4, 39.2)	Index = 45.4 (39.8, 51.4) GDR = 28.5 (25.0, 32.3)
		Lack of parent involvement	Index = 52.9 (49.6, 56.3) GDR = 38.2 (35.8, 40.6)	Index = 45.0 (39.2, 51.3) GDR = 26.5 (23.1, 30.2)
		Poverty	Index = 52.1 (48.8, 55.5) GDR = 36.8 (34.5, 39.2)	Index = 47.9 (40.8, 55.7) GDR = 21.3 (18.1, 24.8)
		Students come to school unprepared to learn	Index = 56.1 (52.7, 59.6) GDR = 39.2 (36.8, 41.6)	Index = 48.0 (42.2, 54.1) GDR = 29.9 (26.3, 33.7)
		Poor student health	Index = 58.5 (54.8, 62.3) GDR = 37.1 (34.8, 39.5)	Index = 55.4 (47.7, 63.9) GDR = 23.3 (20.1, 26.9)

* The 1993-1994 public and private school teacher data was not analyzed separately, therefore, only one response variance measure is given per question.

Appendix I. Sampling and Created Variables

<i><u>Variable</u></i>	<i><u>Description and Specifications</u></i>
ABS_T	Percent of full-time and part-time teachers who were absent on the most recent school day (total teachers based on count from October 1). Calculated as follows: abs_t = round(((s0255/s0254)*100), .01);
AFFL_TAB	School affiliation. Coded as follows: 1= Roman Catholic; 2= Friends; 3= Episcopal; 4= National Society for Hebrew Day Schools; 5= Solomon Schechter Day Schools; 6= Other Jewish; 7= Lutheran Church-Missouri Synod; 8= Evangelical Lutheran Church-Wisconsin Synod; 9= Evangelical Lutheran Church in America; 10= Other Lutheran; 11= Seventh-Day Adventist; 12= Christian Schools International; 13= American Association of Christian Schools; 14= Association of Christian Schools International; 15= National Association of Private Schools for Exceptional Children; 16= Montessori; 17= National Association of Independent Schools; 18= National Independent Private School Association; 19= Association of Military Colleges and Schools of the U.S.; 20= All Else Values were assigned as follows: if s0932 = 1 then affl_tab = 19; else if s0909 = 1 then affl_tab = 1; else if s0909 = 14 then affl_tab = 2; else if s0909 = 13 then affl_tab = 3; else if s0925 = 1 then affl_tab = 4; else if s0927 = 1 then affl_tab = 5; else if s0909 = 17 then affl_tab = 6; else if s0909 = 19 then affl_tab = 7; else if s0909 = 21 then affl_tab = 8; else if s0909 = 20 then affl_tab = 9; else if s0909 = 22 then affl_tab = 10; else if s0909 = 27 then affl_tab = 11; else if s0916 = 1 then affl_tab = 12; else if s0913 = 1 then affl_tab = 13; else if s0914 = 1 then affl_tab = 14; else if s0937 = 1 then affl_tab = 15; else if s0930 = 1 or s0931 = 1 then affl_tab = 16; else if s0947 = 1 then affl_tab = 17; else if s0950 = 1 then affl_tab = 18; else affl_tab = 20;
AG_CMSA	School district (LEA) Consolidated Metropolitan Statistical Area (CMSA) code, from 1997 Common Core of Data: Area of greater than 1 million population that is the totality of the PMSAs in a single area. Primary Metropolitan Statistical Area (PMSA): A PMSA is a metropolitan statistical area that is a component of a consolidated metropolitan statistical area (see MSA). Several adjacent PMSAs comprise a single CMSA. Metropolitan Statistical Area (MSA) code: Area may be an MSA if it is in the MSA in the immediate area and it has a city of at least 50,000 population, or it is an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000. Source is FIPS Metro Areas code. FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS metro area codes are codes developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each metro area in the United States. (See FIPS8-6: Metropolitan Areas (including MAs, CMSAs, PMSAs, and NECMAs) 1995 March.) FIPS codes and information are available at http://www.itl.nist.gov . FIPS8-6 is available at http://www.itl.nist.gov/fipspubs/fip8-6-0.htm .
AG_ENDYR	Fiscal year for district (LEA) financial data reported, from CCD-Agency.

<u>Variable</u>	<u>Description and Specifications</u>
AG_MSC	Metro status code. Code assigned by NCES to the district to classify its service area relative to a Metropolitan Statistical Area (MSA). From 1997-1998 Common Core of Data. NCES classification of the district's service area relative to a Metropolitan Statistical Area (MSA). The Office of Management and Budget defines MSA as an area with: (1) a city of at least 50,000 population, or (2) it includes an urbanized area of at least 50,000 population with a total metropolitan population of at least 100,000 (75,000 in New England). A metropolitan statistical area may contain more than one city of 50,000 and may cross State lines. 1 = Primarily serves a central city of an MSA 2 = Serves as MSA but not primarily its central city 3 = Does not serve an MSA
AG_NOSCH	Number of schools in the district (LEA), from CCD-Agency.
AG_RANKN	School district (LEA) national ranking in terms of number of students, from CCD-Agency.
AG_RANKS	School district (LEA) state ranking in terms of number of students, from CCD-Agency.
AG_SAGID	District (LEA) state agency ID, from CCD-Agency.
AG_STRYR	School year as reported for the fall opening, CCD-Agency.+
AG_ZIP	ZIP code for the school district (LEA), from CCD-Agency.
AG_ZIP4	ZIP + 4 for school district (LEA), from CCD-Agency.
AGE_P	Age of principal. Created as follows: AGE_P = sum (1999, -a0231);
AGE_T	Age of teacher. Created as follows: AGE_T = 100 - T0360
ASSIGN	General fields of main assignment. Categories include: 1= Pre-K, Kindergarten, & General Elementary; 2= Math & Science; 3= English/Language Arts; 4= Social Science; 5= Special Education; 6= Foreign Languages; 7= Bilingual/ESL Education; 8= Vocational-Technical Education; 9= All Others; Created as follows: If t0102 in (1,2,3) then ASSIGN = 1; If t0102 in (16,32,33,34,35,36,37,38) then ASSIGN = 2; If t0102 in (23,24,25) then ASSIGN = 3; If t0102 = 22 then ASSIGN = 4; If t0102 in (49,50,51,52,53,54,55,56,57,58,59,60,61,62,63) then ASSIGN = 5; If t0102 in (26,27,28,29,30,31) then ASSIGN = 6; If t0102 in (08,12) then ASSIGN = 7; If t0102 in (39,40,41,42,43,44,45,46,47,48) then ASSIGN = 8; If t0102 in (04,05,06,07,09,10,11,13,14,15,17,18,19,20,21,64) then ASSIGN = 9;
ATTACK	Teacher attacked by students: Has the teacher been physically attacked by a student and, if so, has the teacher been physically attacked by a student in the past 12 months? Calculated as follows: If T0283 = 1 and T0284 = 1, ATTACK = 2; If T0283 = 1 and T0284 = 2, ATTACK = 1; If T0283 = 2, ATTACK = 0. (2 = Attacked in the past 12 months; 1 = Attacked, but not in past 12 months; 0 = Never attacked)
ATTRIT	From Teacher Follow-up Survey questionnaire TFS-1, school report of teacher status. At the beginning of the 2000-01 school year, principals were asked the 2000-2001 teaching status of each teacher included in the 1999-2000 SASS. Coded: 0 = Teacher unknown by principal; 1 = Stayer: teaching in same school in 2000-2001; 2 = Mover: teaching in another school in 2000-2001; 3 = Leaver: not teaching in 2000-2001; 8 = Deceased; 9 = Don't know: no response from principal;
BIAFLAG	Flag that indicates school is operated or funded by the Bureau of Indian Affairs. 1 = School is operated or funded by BIA 2 = School is not operated or funded by BIA
C_C14	Chapter 1 revenues in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_COREPP	District (LEA) core expenditures per pupil in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_CPPERN	District (LEA) national ranking on core expenditures per pupil (CEPP) in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.

<i>Variable</i>	<i>Description and Specifications</i>
C_CPPERS	District (LEA) state ranking on core expenditures per pupil (CEPP) in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_CUREXP	District (LEA) total current expenditures in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_CURINP	Percent of district's (LEA's) total expenditures on Instruction in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_CURPPE	District (LEA) current expenditures per pupil FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_FEDREV	District (LEA) total revenue from federal government sources in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_FEDRVP	District's (LEA's) percent of total revenue that comes from federal government sources in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_LOCREV	District's (LEA's) total revenue from local sources in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_LOCRVP	Percent of district's (LEA's) total revenue that comes from local sources in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_POVPOP	Number of related school-age children in families in poverty in the school district (1995-1996). Taken from U.S. Census Small Area Income and Poverty Estimates (Intercensal Estimates for States, Counties, and School Districts). For more information, see http://www.census.gov/hhes/www/saie.html .
C_SALINP	Percent of district's (LEA's) total expenditures from instructional wages & salaries in year reported, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_SALTOP	Percent of district's (LEA's) total expenditures from wages & salaries in year reported, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_SCHPOP	Number of school-age children, ages 5-17, in the school district (1995-1996). Taken from U.S. Census Small Area Income and Poverty Estimates (Intercensal Estimates for States, Counties, and School Districts). For more information, see http://www.census.gov/hhes/www/saie.html .
C_STREV	District's (LEA's) total revenue from state government sources in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_STREVP	Percent of district's (LEA's) revenue from state government sources, in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_TCURIN	District (LEA) expenditures on Instruction in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_TOTEXP	District's (LEA's) total expenditures in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_TOTPOP	Total population in the school district (1995-1996). Taken from U.S. Census Small Area Income and Poverty Estimates (Intercensal Estimates for States, Counties, and School Districts). For more information, see http://www.census.gov/hhes/www/saie.html .
C_TOTPPE	District's (LEA's) total expenditures per pupil in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_Z32	District's (LEA's) total salaries and wages in FY98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.
C_Z33	District's (LEA's) total instructional salaries and wages in FY 98, from CCD-Agency, using Census Form F-33. National Public Education Financial Survey Data FY98 for school year 1997-98.

<u>Variable</u>	<u>Description and Specifications</u>
CDDIDLEA	<p>CCD-ID for the district (LEA). 7-digit identification code from 1997-98 Common Core of Data (CCD)</p> <p>CHAR 1-2 = FIPSTATE (See http://www.itl.nist.gov/fipspubs/fip5-2.htm for FIPS state codes.)</p> <p>CHAR 3-7 = Agency code</p>
CHOJUST	<p>Created from two questions (35a & b) asking if district has choice program and then if students need to justify choice of school. Coded 2 = there is a choice program among schools within the district AND students must justify their choices. Coded 1 = there is a choice program among schools within the district BUT students need not justify their choices. Coded 0 = there is not a choice program among schools within the district. Calculated as follows if d0556 = 1 then chojust = 2; else if d0556 = 2 then chojust = 1; else if d0555 = 2 then chojust = 0;</p>
CL_AR	<p>Number of classes teacher teaches in a given subject - Arts & Music. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_AR = 0; L_AR = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_AR = CL_AR + 1; If COURSE(i) in (14, 15, 17, 18) then STU_AR = STU_AR + SIZE(i); End; If STU_AR le 0 then STU_AR = .; if CL_AR le 0 then CL_AR = .;</p>
CL_CS	<p>Number of classes teacher teaches in a given subject - Computer Science. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_CS = 0; CL_CS = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_CS = CL_CS + 1; If COURSE(i) in (14, 15, 17, 18) then STU_CS = STU_CS + SIZE(i); End; If STU_CS le 0 then STU_CS = .; if CL_CS le 0 then CL_CS = .;</p>

<u>Variable</u>	<u>Description and Specifications</u>
CL_ENG	<p>Number of classes teacher teaches in a given subject - English. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_ENG = 0; CL_ENG = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_ENG = CL_ENG + 1; If COURSE(i) in (14, 15, 17, 18) then STU_ENG = STU_ENG + SIZE(i); End; If STU_ENG le 0 then STU_ENG = .; if CL_ENG le 0 then CL_ENG = .;</p>
CL_FL	<p>Number of classes teacher teaches in a given subject - Foreign Language. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_FL = 0; CL_FL = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_FL = CL_FL + 1; If COURSE(i) in (14, 15, 17, 18) then STU_FL = STU_FL + SIZE(i); End; If STU_FL le 0 then STU_FL = .; if CL_FL le 0 then CL_FL = .;</p>
CL_MAT	<p>Number of classes teacher teaches in a given subject - Math. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_MAT = 0; CL_MAT = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_MAT = CL_MAT + 1; If COURSE(i) in (14, 15, 17, 18) then STU_MAT = STU_MAT + SIZE(i); End; If STU_MAT le 0 then STU_MAT = .; if CL_MAT le 0 then CL_MAT = .;</p>

<u>Variable</u>	<u>Description and Specifications</u>
CL_NS	<p>Number of classes teacher teaches in a given subject - Natural Science. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_NS = 0; CL_NS = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_NS = CL_NS + 1; If COURSE(i) in (14, 15, 17, 18) then STU_NS = STU_NS + SIZE(i); End; If STU_NS le 0 then STU_NS = .; if CL_NS le 0 then CL_NS = .;</p>
CL_SO	<p>Number of classes teacher teaches in a given subject - Social Studies. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_SO = 0; CL_SO = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_SO = CL_SO + 1; If COURSE(i) in (14, 15, 17, 18) then STU_SO = STU_SO + SIZE(i); End; If STU_SO le 0 then STU_SO = .; if CL_SO le 0 then CL_SO = .;</p>
CL_VT	<p>Number of classes teacher teaches in a given subject - Vocational Education. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_VT = 0; CL_VT = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_VT = CL_VT + 1; If COURSE(i) in (14, 15, 17, 18) then STU_VT = STU_VT + SIZE(i); End; If STU_VT le 0 then STU_VT = .; if CL_VT le 0 then CL_VT = .;</p>

<u>Variable</u>	<u>Description and Specifications</u>
CLASSZ_d	Average class size of the classes taught by the teacher, if the teacher taught departmentalized instruction classes. Calculated as follows: Array class (*) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T2039 T0241 T0243; classtot = 0; classnum = 0; Do I = 1 to dim(class); classtot = classtot + class(I); If class(I) > 0 then classnum = classnum + 1; end; CLASSZ_D = ROUND((classtot/classnum),.1); If T0206 ne 1 then CLASSZ_D = .;
CLASSZ_S	Average class size of the classes taught by the teacher, if the teacher taught self-contained classes. Calculated as follows: CLASSZ_S = T0208; If T0206 ne 3 then CLASSZ_S = .;
CLSZ_AR	Teacher's mean class size - Arts & Music. Coded as follows: If STU_AR le 0 or CL_AR le 0 then CLSZ_AR = .; Else CLSZ_AR = ROUND(STU_AR/CL_AR), .1);
CLSZ_CS	Teacher's mean class size - Computer Science. Coded as follows: If STU_CS le 0 or CL_CS le 0 then CLSZ_CS = .; Else CLSZ_CS = ROUND(STU_CS/CL_CS), .1);
CLSZ_ENG	Teacher's mean class size - English. Coded as follows: If STU_ENG le 0 or CL_ENG le 0 then CLSZ_ENG = .; Else CLSZ_ENG = ROUND(STU_ENG/CL_ENG), .1);
CLSZ_FL	Teacher's mean class size - Foreign Language. Coded as follows: If STU_FL le 0 or CL_FL le 0 then CLSZ_FL = .; Else CLSZ_FL = ROUND(STU_FL/CL_FL), .1);
CLSZ_MAT	Teacher's mean class size - Math. Coded as follows: If STU_MAT le 0 or CL_MAT le 0 then CLSZ_MAT = .; Else CLSZ_MAT = ROUND(STU_MAT/CL_MAT), .1);
CLSZ_NS	Teacher's mean class size - Natural Science. Coded as follows: If STU_NS le 0 or CL_NS le 0 then CLSZ_NS = .; Else CLSZ_NS = ROUND(STU_NS/CL_NS), .1);
CLSZ_SO	Teacher's mean class size - Social Studies. Coded as follows: If STU_SO le 0 or CL_SO le 0 then CLSZ_SO = .; Else CLSZ_SO = ROUND(STU_SO/CL_SO), .1);
CLSZ_VT	Teacher's mean class size - Vocational Education. Coded as follows: If STU_VT le 0 or CL_VT le 0 then CLSZ_VT = .; Else CLSZ_VT = ROUND(STU_VT/CL_VT), .1);
CNTLNUM	BIA school sample control number identifying record for data file merging purposes.
CNTLNUM	Public school principal control number identifying record for data file merging purposes.
CNTLNUM	BIA school sample principal control number identifying record for data file merging purposes.
CNTLNUM	Charter school principal control number identifying record for data file merging purposes.
CNTLNUM	LEA control number identifying record for data file merging purposes.
CNTLNUM	Public school control number identifying record for data file merging purposes.
CNTLNUM	School control number. Char 1-2: State FIPS code Char 3-5: LEA number (000 for all private schools) Char 6: Type of school 4 = List frame -Catholic 5 = List frame - non-Catholic 6 = Area search frame Char 7-9: School number 101-499 - School is in SASS only 501-699 - School is in SASS and NAEP 701-799 - School is in SASS and ECLS 801-899 - School is in SASS, NAEP, and ECLS Char 10: Split school indicator ('0' for original school, '1', '2', etc., for schools added because of split) Char 11: Questionnaire identifier - '7' for SASS-3B Char 12: Check digit - Computed from other parts of control number
CNTLNUM	Charter school teacher control number identifying record for data file merging purposes.
CNTLNUM	Private school principal control number identifying record for data file merging purposes.
CNTLNUM	BIA school sample library control number identifying record for data file merging purposes.
CNTLNUM	Private school library control number identifying record for data file merging purposes.
CNTLNUM	Public school library control number identifying record for data file merging purposes.

<u>Variable</u>	<u>Description and Specifications</u>
CNTLNUM	BIA school sample teacher control number identifying record for data file merging purposes.
CNTLNUM	Private school teacher control number identifying record for data file merging purposes.
CNTLNUM	Public school teacher control number identifying record for data file merging purposes.
CNTLNUM	Charter school control number. Char 1-2: State FIPS code Char 3-5: LEA number 101-499 - All sample schools in LEA are regular public schools 501-599 - All sample schools in LEA are DOD schools 601-699 - All sample schools in LEA are BIA schools 701-799 - All sample schools in LEA are charter schools 801-899 - Sample schools in LEA are combination of school types 999 - School has no LEA listed on the CCD Char 6: Type of school 1 = Regular public school 2 = DOD school 3 = BIA school 7 = Charter school that is also a BIA school 8 = Charter school operated by regular LEA 9 = Charter school in special charter district 0 = Independent charter school Char 7-9: School number 101-499 - School is in SASS only 501-699 - School is in SASS and NAEP 701-799 - School is in SASS and ECLS 801-899 - School is in SASS, NAEP, and ECLS 901-999 - School is in SASS/NAEP overlap sample Char 10: Split school indicator ('0' for original school, '1', '2', etc., for schools added because of split) Char 11: Questionnaire identifier - '3' for SASS-3C Char 12: Check digit - Computed from other parts of control number
COLBARG	Created from two questions (District 15a & b) asking about presence of collective bargaining and then the type of arrangement. Coded 2 =District has an agreement with a teachers' union or organization for the purpose of collective bargaining. Coded 1 =District has an agreement with a teachers' union or organization for the purpose of meet-and-confer discussions. Coded 0 =District does not have an agreement with a teachers' union or organization for the purpose of collective bargaining or meet-and-confer discussions. Calculated as follows: if d0498 = 1 then colbarg = 2; else if d0498 = 2 then colbarg = 1; else if d0497 = 2 then colbarg = 0;
COLLMODE	Mode of collection. The mode in which the interview was finally completed. 0=No return, because district was a refusal or found to be out-of-scope during operation to obtain name of contact person; 1=Mail return; 2=CATI (Computer Assisted Telephone Interview); 3=FR follow-up (data collected by a Census Field Representative).
COLLMODE	Mode of collection. The mode in which the interview was finally completed. 1=Mail return; 2=CATI (Computer Assisted Telephone Interview); 3=FR follow-up (data collected by a Census Field Representative).
CONTEA	Number of teachers continuing (therefore not new hires). Created as follows: contea = sum(d0471, d0472, d0473, d0474, d0475, -d0487);
CPTR_COL	Percentage of meetings of teacher's designated class, in the most recent two weeks, in which students used computers to work collaboratively with other students in the same classroom. Calculated as follows: CPTR_COL = ROUND (((T0268/T0263) *100),2);
CPTR_MAT	Percentage of meetings of teacher's designated class, in the most recent two weeks, in which students used computers to learn about course subject matter. Calculated as follows: CPTR_MAT = ROUND (((T0265/T0263) *100),2);
CPTR_MED	Percentage of meetings of teacher's designated class, in the most recent two weeks, in which students used computers to produce multimedia or video reports/projects. Calculated as follows: CPTR_MED = ROUND (((T0269/T0263)

<u>Variable</u>	<u>Description and Specifications</u>
CPTR_OTH	Percentage of meetings of teacher's designated class, in the most recent two weeks, in which students used computers to do something other than listed items. Calculated as follows: CPTR_OTH = ROUND (((T0272/T0263) *100),2);
CPTR_PRB	Percentage of meetings of teacher's designated class, in the most recent two weeks, in which students used computers to solve problems. Calculated as follows: CPTR_PRB = ROUND (((T0267/T0263) *100),2);
CPTR_SKL	Percentage of meetings of teacher's designated class, in the most recent two weeks, in which students used computers to practice and master skills. Calculated as follows: CPTR_SKL = ROUND (((T0266/T0263) *100),2);
CPTR_WEB	Percentage of meetings of teacher's designated class, in the most recent two weeks, in which students used computers to correspond with experts, authors, or students from other schools via e-mail or the Internet. Calculated as follows: CPTR_WEB = ROUND (((T0271/T0263) *100),2);
CPTR_WRD	Percentage of meetings of teacher's designated class, in the most recent two weeks, in which students used computers to do word processing. Calculated as follows: CPTR_WRD = ROUND (((T0270/T0263) *100),2);
CREATE	Public charter school was (1) a newly created school, (2) a pre-existing public school, (3) a pre-existing private school, or (4) unknown how created. S0757 from Public Charter School file.
DLOCMAIL	Geographical classification of mailing addresses derived from the district's schools in the 1997-98 CCD. 1 Large central city; 2 Mid-size central city; 3 Urban fringe of large city; 4 Urban fringe of mid-size city; 5 Large town; 6 Small town; 7 Rural; N Not available;
DLOCPHYS	Classification of physical location derived from the district's schools in the 1997-98 CCD or assigned by Census Geography Division directly. 1 Large central city; 2 Mid-size central city; 3 Urban fringe of large city; 4 Urban fringe of mid-size city; 5 Large town; 6 Small town; 7 Rural, outside MSA; 8 Rural, in MSA;
DPLACTYP	This is a 4-level collapse of the DLOCPHYS variable. DPLACTYP=1 if DLOCPHYS = 1 or 2; DPLACTYP=2 if DLOCPHYS = 3, 4, 5, or 8; DPLACTYP=3 if DLOCPHYS= 6; DPLACTYP=4 if DLOCPHYS = 7; 1 Large or mid-size central city; 2 Urban fringe of large or mid-size city; 3 Small town; 4 Rural;
EARNALL	Total yearly earnings for teacher, including base salary, teaching summer school, working in a nonteaching job in a school, working in any nonschool job, additional compensation from school district, earned income from other school sources, and compensation for work outside of the school system. Calculated as follows: EARNALL = T0342 + T0344 + T0346 + T0347 + T0349 + T0351 + T0353; (Note: In some cases, private teachers' earnings may appear underrepresented, as some teachers volunteer their time performing job-related duties, often in exchange for room and/or board.)
EARNSCH	Teacher's total school job-related yearly earnings. Created as follows: T0342 + T0344 + T0347 + T0349 + T0351. (Note: In some cases, private teachers' earnings may appear underrepresented, as some teachers volunteer their time performing job-related duties, often in exchange for room and/or board.)

<u>Variable</u>	<u>Description and Specifications</u>
ENRK12UG	Total ungraded and K-12 student enrollment in school. Taken from school questionnaire: S0092 from corresponding school file minus pre-k students. Calculated as follows: if qtype in ('A', 'C', 'D') then enrkl2ug = s0092;
ENRK12UG	Total ungraded and K-12 student enrollment in school. Created from variables S0900 and S0059 as follows: ENRK12UG = sum(S0900, -s0059);
FCEPPADA	Current expenditures per pupil, using average daily attendance in year reported, from CCD-
FCEPPMEM	Current expenditures per pupil, using student membership in year reported, from CCD-
FICE	FICE (Federal Intra-agency Committee on Education Identification)
GL_ACDM	Principals were asked to choose three top goals for their schools from a list, and then rank them. This variable indicates whether the given goal was listed in the principal's top three. Created as follows: if a0067 = 2 or a0068 = 2 or a0069 = 2 then gl_acdm = 1; else gl_acdm = 2;
GL_GRW	Principals were asked to choose three top goals for their schools from a list, and then rank them. This variable indicates whether the given goal was listed in the principal's top three. Created as follows: if a0067 = 5 or a0068 = 5 or a0069 = 5 then gl_grw = 1; else gl_grw = 2;
GL_HMRL	Principals were asked to choose three top goals for their schools from a list, and then rank them. This variable indicates whether the given goal was listed in the principal's top three. Created as follows: if a0067 = 6 or a0068 = 6 or a0069 = 6 then gl_hmrl = 1; else gl_hmrl = 2;
GL_LITCY	Principals were asked to choose three top goals for their schools from a list, and then rank them. This variable indicates whether the given goal was listed in the principal's top three. Created as follows: if a0067 = 1 or a0068 = 1 or a0069 = 1 then gl_litcy = 1; else gl_litcy = 2;
GL_MRL	Principals were asked to choose three top goals for their schools from a list, and then rank them. This variable indicates whether the given goal was listed in the principal's top three. Created as follows: if a0067 = 7 or a0068 = 7 or a0069 = 7 then gl_mrl = 1; else gl_mrl = 2;
GL_SKL	Principals were asked to choose three top goals for their schools from a list, and then rank them. This variable indicates whether the given goal was listed in the principal's top three. Created as follows: if a0067 = 3 or a0068 = 3 or a0069 = 3 then gl_skl = 1; else gl_skl = 2;
GL_WRK	Principals were asked to choose three top goals for their schools from a list, and then rank them. This variable indicates whether the given goal was listed in the principal's top three. Created as follows: if a0067 = 4 or a0068 = 4 or a0069 = 4 then gl_wrk = 1; else gl_wrk = 2;
hold1	
hold2	
hold3	
hold4	
hold5	
HRSALL	Total number of hours teacher reported working in the most recent full week, including time required to be at school, time spent on school-related activities with students outside school hours, and time spent on other school-related activities outside school hours. Calculated as follows: HRSALL=T0273 + T0276 + T0277;
IEP	Percent of students enrolled in the school October 1 who had an Individualized Education Plan (IEP). Calculated as follows: iep = round(((s0315/enrk12ug)*100), .01);
IEP	Percent of students enrolled in the school October 1 who had an Individualized Education Plan (IEP). Calculated as follows: iep = round(((s0315/enrk12ug)*100), .01);
IEP_T	Percent of students the teacher taught in the most recent full week that had an Individualized Education Plan (IEP). Calculated as follows: IEP_T = ROUND ((100*T0244/(sum(of T0208, T0215, T0217, T0219, T0221, T0223, T0225, T0227, T0229, T0231, T0233, T0235, T0237, T0239, T0241, T0243))),.01); If T0206 ne 1 and T0206 ne 3 then IEP_T = .;

<u>Variable</u>	<u>Description and Specifications</u>
IEPREG	Percent of students with an Individualized Education Plan that spend all day in a regular classroom. Calculated as follows: if s0315=0 then iepreg = .b; else iepreg = round(((s0316/s0315)*100), .01);
IN_M_EL	
INF_A_CM	Teacher taught classes in-field computer science Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_A_EL	Teacher taught classes in-field elementary education Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_A_EN	Teacher taught classes in-field English/language arts. Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_A_ES	Teacher taught classes in-field ESL. Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_A_MA	Teacher taught classes in-field mathematics Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor

<u>Variable</u>	<u>Description and Specifications</u>
INF_A_PE	Teacher taught classes in-field physical/health education. Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_A_SC	Teacher taught classes in-field--science. Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_A_SE	Teacher taught classes in-field special education. Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_A_SO	Teacher taught classes in-field--social studies, including history. Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_ASCH	Teacher taught classes in-field sub-field--chemistry. Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_ASEA	Teacher taught classes in-field sub-field--geology/earth science/space science Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor

<u>Variable</u>	<u>Description and Specifications</u>
INF_ASEL	<p>Teacher taught classes in-field sub-field--elementary education (not kindergarten).</p> <p>Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor</p>
INF_ASHI	<p>Teacher taught classes in-field--sub-field--history.</p> <p>Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor</p>
INF_ASHL	<p>Teacher taught classes in-field--health education.</p> <p>Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor</p>
INF_ASKI	<p>Teacher taught classes in-field--sub-field--kindergarten</p> <p>Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor</p>
INF_ASLI	<p>Teacher taught classes in-field--sub-field--life science.</p> <p>Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor</p>
INF_ASPE	<p>Teacher taught classes in-field--physical education.</p> <p>Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor</p>

<u>Variable</u>	<u>Description and Specifications</u>
INF_ASPH	Teacher taught classes in-field--sub-field--physics. Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_ASPS	Teacher taught classes in-field--sub-field--physical science Coded: 0 = no regular certification or major or minor 1 = no regular certification, no major, yes minor 2 = no regular certification, yes major, no minor 3 = no regular certification, both major and minor 4 = regular certification, no major or minor 5 = regular certification, no major, yes minor 6 = regular certification and major, no minor 7 = regular certification and major and minor
INF_M	Teacher in-field in main assignment--all assignments. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_AM	Teacher in-field in main assignment--arts/music. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_BE	Teacher in-field in main assignment--bilingual education or ESL. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_CM	Teacher in-field in main assignment--computer science. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor

<u>Variable</u>	<u>Description and Specifications</u>
INF_M_EL	Teacher in-field in main assignment--elementary education. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_EN	Teacher in-field in main assignment--English. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_FL	Teacher in-field in main assignment--foreign language. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_MA	Teacher in-field in main assignment--mathematics. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_PE	Teacher in-field in main assignment--physical/health education. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_SC	Teacher in-field in main assignment--science. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor

<u>Variable</u>	<u>Description and Specifications</u>
INF_M_SE	Teacher in-field in main assignment--special education. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_SO	Teacher in-field in main assignment--social studies, including history. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_M_VO	Teacher in-field in main assignment--vocational education. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_MSCH	Teacher in-field in main assignment--sub-field--chemistry. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_MSEA	Teacher in-field in main assignment--geology/earth science/space science. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor
INF_MSEL	Teacher in-field in main assignment--sub-field--elementary education (not kindergarten). Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor

<u>Variable</u>	<u>Description and Specifications</u>
INF_MSHL	<p>Teacher in-field in main assignment--health education. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor</p>
INF_MSKI	<p>Teacher in-field in main assignment--sub-field--kindergarten. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor</p>
INF_MSLI	<p>Teacher in-field in main assignment--sub-field--life science. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor</p>
INF_MSPE	<p>Teacher in-field in main assignment--physical education. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor</p>
INF_MSPH	<p>Teacher in-field in main assignment--sub-field--physics. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor</p>
INF_MSPS	<p>Teacher in-field in main assignment--sub-field--physical science. Coded: 0 = no certification or major or minor 1 = no certification, no major, yes minor 2 = no certification, yes major, no minor 3 = no certification, both major and minor 4 = certification, no major or minor 5 = certification, no major, yes minor 6 = certification and major, no minor 7 = certification and major and minor</p>

<u>Variable</u>	<u>Description and Specifications</u>
INFA_AM	Arts/Music Teacher In-field A--Has regular or provisional certification
INFA_FL	Foreign Language Teacher In-field A--Has regular or provisional certification
INFA_VO	Vocational Education Teacher In-field A--Has regular or provisional certification
INFB_AM	Arts/Music Teacher In-field B--Has Major
INFB_FL	Foreign Language Teacher In-field B--Has Major
INFB_VO	Vocational Education Teacher In-field B--Has Major
INFC_AM	Arts/Music Teacher In-field C--Has Major or Minor.
INFC_FL	Foreign Language Teacher In-field C--Has Major or Minor.
INFC_VO	Vocational Education Teacher In-field C--Has Major or Minor.
INFA_AM	Number of classes taught by a teacher with regular or provisional certification--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_CM	Number of classes taught by a teacher with regular or provisional certification--Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFA_EL	Number of classes taught by a teacher with regular or provisional certification--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_EN	Number of classes taught by a teacher with regular or provisional certification--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_ES	Number of classes taught by a teacher with regular or provisional certification--ESL. Coded with the number of classes taught in the given field if the teacher was in-field;
INFA_FL	Number of classes taught by a teacher with regular or provisional certification--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_MA	Number of classes taught by a teacher with regular or provisional certification--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_PE	Number of classes taught by a teacher with regular or provisional certification--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_SC	Number of classes taught by a teacher with regular or provisional certification--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_SE	Number of classes taught by a teacher with regular or provisional certification--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_SO	Number of classes taught by a teacher with regular or provisional certification--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFA_VO	Number of classes taught by a teacher with regular or provisional certification--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCASCH	Number of classes taught by a teacher with regular or provisional certification--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASEA	Number of classes taught by a teacher with regular or provisional certification--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASEL	Number of classes taught by a teacher with regular or provisional certification--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASHI	Number of classes taught by a teacher with regular or provisional certification--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASHL	Number of classes taught by a teacher with regular or provisional certification--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASKI	Number of classes taught by a teacher with regular or provisional certification--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASLI	Number of classes taught by a teacher with regular or provisional certification--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASPE	Number of classes taught by a teacher with regular or provisional certification--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASPH	Number of classes taught by a teacher with regular or provisional certification--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCASPS	Number of classes taught by a teacher with regular or provisional certification--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_AM	Number of classes taught by a teacher with a major in-field--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_CM	Number of classes taught by a teacher with a major in-field-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCB_EL	Number of classes taught by a teacher with a major in-field--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_EN	Number of classes taught by a teacher with a major in-field--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_ES	Number of classes taught by a teacher with a major in-field--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCB_FL	Number of classes taught by a teacher with a major in-field--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_MA	Number of classes taught by a teacher with a major in-field--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_PE	Number of classes taught by a teacher with a major in-field--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_SC	Number of classes taught by a teacher with a major in-field--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_SE	Number of classes taught by a teacher with a major in-field--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_SO	Number of classes taught by a teacher with a major in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCB_VO	Number of classes taught by a teacher with a major in-field--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSCH	Number of classes taught by a teacher with a major in-field--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSEA	Number of classes taught by a teacher with a major in-field--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSEL	Number of classes taught by a teacher with a major in-field--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSHI	Number of classes taught by a teacher with a major in-field--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSHL	Number of classes taught by a teacher with a major in-field--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSKI	Number of classes taught by a teacher with a major in-field--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSLI	Number of classes taught by a teacher with a major in-field--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSPE	Number of classes taught by a teacher with a major in-field--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSPH	Number of classes taught by a teacher with a major in-field--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCBSPS	Number of classes taught by a teacher with a major in-field--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCC_AM	Number of classes taught by a teacher with a major or minor in-field--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_CM	Number of classes taught by a teacher with a major or minor in-field-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCC_EL	Number of classes taught by a teacher with a major or minor in-field--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_EN	Number of classes taught by a teacher with a major or minor in-field--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_ES	Number of classes taught by a teacher with a major or minor in-field--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_FL	Number of classes taught by a teacher with a major or minor in-field--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_MA	Number of classes taught by a teacher with a major or minor in-field--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_PE	Number of classes taught by a teacher with a major or minor in-field--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_SC	Number of classes taught by a teacher with a major or minor in-field--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_SE	Number of classes taught by a teacher with a major or minor in-field--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_SO	Number of classes taught by a teacher with a major or minor in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCC_VO	Number of classes taught by a teacher with a major or minor in-field--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSCH	Number of classes taught by a teacher with a major or minor in-field--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSEA	Number of classes taught by a teacher with a major or minor in-field--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSEL	Number of classes taught by a teacher with a major or minor in-field--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSHI	Number of classes taught by a teacher with a major or minor in-field--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCCSHL	Number of classes taught by a teacher with a major or minor in-field--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSKI	Number of classes taught by a teacher with a major or minor in-field--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSLI	Number of classes taught by a teacher with a major or minor in-field--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSPE	Number of classes taught by a teacher with a major or minor in-field--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSPH	Number of classes taught by a teacher with a major or minor in-field--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCSPS	Number of classes taught by a teacher with a major or minor in-field--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_AM	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_CM	Number of classes taught by a teacher with a regular or provisional certification and a major in-field-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCD_EL	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_EN	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_ES	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_FL	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_MA	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_PE	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_SC	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCD_SE	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_SO	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCD_VO	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSCH	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSEA	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSEL	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSHI	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSHL	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSKI	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSLI	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSPE	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSPH	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCDSPS	Number of classes taught by a teacher with a regular or provisional certification and a major in-field--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_AM	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCE_CM	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCE_EL	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_EN	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_ES	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_FL	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_MA	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_PE	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_SC	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_SE	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_SO	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_VO	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCE_SCH	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCESEA	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCESL	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCESHI	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCESHL	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCESKI	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCESLI	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCESPE	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCESPH	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCESPS	Number of classes taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_AM	Number of classes taught by a teacher without regular or provisional certification--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_CM	Number of classes taught by a teacher without regular or provisional certification-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCF_EL	Number of classes taught by a teacher without regular or provisional certification--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_EN	Number of classes taught by a teacher without regular or provisional certification--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_ES	Number of classes taught by a teacher without regular or provisional certification--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_FL	Number of classes taught by a teacher without regular or provisional certification--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCF_MA	Number of classes taught by a teacher without regular or provisional certification--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_PE	Number of classes taught by a teacher without regular or provisional certification--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_SC	Number of classes taught by a teacher without regular or provisional certification--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_SE	Number of classes taught by a teacher without regular or provisional certification--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_SO	Number of classes taught by a teacher without regular or provisional certification--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCF_VO	Number of classes taught by a teacher without regular or provisional certification--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSCH	Number of classes taught by a teacher without regular or provisional certification--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSEA	Number of classes taught by a teacher without regular or provisional certification--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSEL	Number of classes taught by a teacher without regular or provisional certification--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSHI	Number of classes taught by a teacher without regular or provisional certification--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSHL	Number of classes taught by a teacher without regular or provisional certification--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSKI	Number of classes taught by a teacher without regular or provisional certification--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSLI	Number of classes taught by a teacher without regular or provisional certification--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSPE	Number of classes taught by a teacher without regular or provisional certification--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCFSPH	Number of classes taught by a teacher without regular or provisional certification--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCFSPS	Number of classes taught by a teacher without regular or provisional certification--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_AM	Number of classes taught by a teacher without a major in-field--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_CM	Number of classes taught by a teacher without a major in-field-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCG_EL	Number of classes taught by a teacher without a major in-field--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field;
INFCG_EN	Number of classes taught by a teacher without a major in-field--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_ES	Number of classes taught by a teacher without a major in-field--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_FL	Number of classes taught by a teacher without a major in-field--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_MA	Number of classes taught by a teacher without a major in-field--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_PE	Number of classes taught by a teacher without a major in-field--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_SC	Number of classes taught by a teacher without a major in-field--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_SE	Number of classes taught by a teacher without a major in-field--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_SO	Number of classes taught by a teacher without a major in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCG_VO	Number of classes taught by a teacher without a major in-field--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field;
INFCGSCH	Number of classes taught by a teacher without a major in-field--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field;
INFCGSEA	Number of classes taught by a teacher without a major in-field--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCGSEL	Number of classes taught by a teacher without a major in-field--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCGSHI	Number of classes taught by a teacher without a major in-field--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCGSHL	Number of classes taught by a teacher without a major in-field--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCGSKI	Number of classes taught by a teacher without a major in-field--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCGSLI	Number of classes taught by a teacher without a major in-field--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field;
INFCGSPE	Number of classes taught by a teacher without a major in-field--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCGSPH	Number of classes taught by a teacher without a major in-field--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCGSPS	Number of classes taught by a teacher without a major in-field--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCH_AM	Number of classes taught by a teacher without a major or minor in-field--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field;
INFCH_CM	Number of classes taught by a teacher without a major or minor in-field-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCH_EL	Number of classes taught by a teacher without a major or minor in-field--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCH_EN	Number of classes taught by a teacher without a major or minor in-field--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCH_ES	Number of classes taught by a teacher without a major or minor in-field--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCH_FL	Number of classes taught by a teacher without a major or minor in-field--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCH_MA	Number of classes taught by a teacher without a major or minor in-field--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field;
INFCH_PE	Number of classes taught by a teacher without a major or minor in-field--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCH_SC	Number of classes taught by a teacher without a major or minor in-field--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCH_SE	Number of classes taught by a teacher without a major or minor in-field--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCH_SO	Number of classes taught by a teacher without a major or minor in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCH_VO	Number of classes taught by a teacher without a major or minor in-field--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSCH	Number of classes taught by a teacher without a major or minor in-field--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSEA	Number of classes taught by a teacher without a major or minor in-field--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSEL	Number of classes taught by a teacher without a major or minor in-field--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSHI	Number of classes taught by a teacher without a major or minor in-field--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSHL	Number of classes taught by a teacher without a major or minor in-field--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSKI	Number of classes taught by a teacher without a major or minor in-field--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSLI	Number of classes taught by a teacher without a major or minor in-field--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSPE	Number of classes taught by a teacher without a major or minor in-field--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSPH	Number of classes taught by a teacher without a major or minor in-field--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCHSPS	Number of classes taught by a teacher without a major or minor in-field--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCI_AM	Number of classes taught by a teacher without regular or provisional certification or a major in-field--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCCI_CM	Number of classes taught by a teacher without regular or provisional certification or a major in-field-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCCI_EL	Number of classes taught by a teacher without regular or provisional certification or a major in-field--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCI_EN	Number of classes taught by a teacher without regular or provisional certification or a major in-field--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCI_ES	Number of classes taught by a teacher without regular or provisional certification or a major in-field--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCI_FL	Number of classes taught by a teacher without regular or provisional certification or a major in-field--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCI_MA	Number of classes taught by a teacher without regular or provisional certification or a major in-field--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCI_PE	Number of classes taught by a teacher without regular or provisional certification or a major in-field--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCI_SC	Number of classes taught by a teacher without regular or provisional certification or a major in-field--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCI_SE	Number of classes taught by a teacher without regular or provisional certification or a major in-field--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCI_SO	Number of classes taught by a teacher without regular or provisional certification or a major in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCI_VO	Number of classes taught by a teacher without regular or provisional certification or a major in-field--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISCH	Number of classes taught by a teacher without regular or provisional certification or a major in-field--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISEA	Number of classes taught by a teacher without regular or provisional certification or a major in-field--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISEL	Number of classes taught by a teacher without regular or provisional certification or a major in-field--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISHI	Number of classes taught by a teacher without regular or provisional certification or a major in-field--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISHL	Number of classes taught by a teacher without regular or provisional certification or a major in-field--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCISKI	Number of classes taught by a teacher without regular or provisional certification or a major in-field--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISLI	Number of classes taught by a teacher without regular or provisional certification or a major in-field--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISPE	Number of classes taught by a teacher without regular or provisional certification or a major in-field--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISPH	Number of classes taught by a teacher without regular or provisional certification or a major in-field--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCISPS	Number of classes taught by a teacher without regular or provisional certification or a major in-field--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_AM	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_CM	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCJ_EL	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_EN	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_ES	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_FL	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_MA	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_PE	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCJ_SC	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_SE	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_SO	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJ_VO	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field-vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSCH	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSEA	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSEL	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSHI	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSHL	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSKI	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSLI	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSPE	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCJSPH	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCJSPS	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_AM	Number of classes taught (for calculating in-field/out-of-field teaching)--arts/music. Coded with the number of classes taught in the given field if the teacher was in-field;
INFCK_CM	Number of classes taught (for calculating in-field/out-of-field teaching)-- Coded with the number of classes taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFCK_EL	Number of classes taught (for calculating in-field/out-of-field teaching)--elementary education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_EN	Number of classes taught (for calculating in-field/out-of-field teaching)--English. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_ES	Number of classes taught (for calculating in-field/out-of-field teaching)--ESL. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_FL	Number of classes taught (for calculating in-field/out-of-field teaching)--foreign language. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_MA	Number of classes taught (for calculating in-field/out-of-field teaching)--mathematics. Coded with the number of classes taught in the given field if the teacher was in-field;
INFCK_PE	Number of classes taught (for calculating in-field/out-of-field teaching)--physical/health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_SC	Number of classes taught (for calculating in-field/out-of-field teaching)--science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_SE	Number of classes taught (for calculating in-field/out-of-field teaching)--special education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_SO	Number of classes taught by a teacher without regular or provisional certification or a major or minor in-field--social studies, including history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCK_VO	Number of classes taught (for calculating in-field/out-of-field teaching)--vocational education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSCH	Number of classes taught (for calculating in-field/out-of-field teaching)--sub0-field--chemistry. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSEA	Number of classes taught (for calculating in-field/out-of-field teaching)--sub-field--geology/earth science/space science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSEL	Number of classes taught (for calculating in-field/out-of-field teaching)--sub-field--elementary education (not kindergarten). Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSHI	Number of classes taught (for calculating in-field/out-of-field teaching)--sub-field--history. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFCKSHL	Number of classes taught (for calculating in-field/out-of-field teaching)--health education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSKI	Number of classes taught (for calculating in-field/out-of-field teaching)--sub-field--kindergarten. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSLI	Number of classes taught (for calculating in-field/out-of-field teaching)--sub-field--life science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSPE	Number of classes taught (for calculating in-field/out-of-field teaching)--physical education. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSPH	Number of classes taught (for calculating in-field/out-of-field teaching)--sub0-field--physics. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCKSPS	Number of classes taught (for calculating in-field/out-of-field teaching)--sub-field--physical science. Coded with the number of classes taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFD_AM	Arts/Music Teacher In-field D--Has regular or provisional certification and a major.
INFD_FL	Foreign Language Teacher In-field D--Has regular or provisional certification and a major.
INFD_VO	Vocational Education Teacher In-field D--Has regular or provisional certification and a major.
INFE_AM	Arts/Music Teacher In-field E--Has certification and a major or minor.
INFE_FL	Foreign Language Teacher In-field E--Has certification and a major or minor.
INFE_VO	Vocational Education Teacher In-field E--Has certification and a major or minor.
INFF_AM	Arts/Music Teacher In-field F--Has no regular or provisional certification.
INFF_FL	Foreign Language Teacher In-field F--Has no regular or provisional certification.
INFF_VO	Vocational Education Teacher In-field F--Has no regular or provisional certification.
INFG_AM	Arts/Music Teacher In-field G--Has no major.
INFG_FL	Foreign Language Teacher In-field G--Has no major.
INFG_VO	Vocational Education Teacher In-field G--Has no major.
INFH_AM	Arts/Music Teacher In-field H--Has no major or minor.
INFH_FL	Foreign Language Teacher In-field H--Has no major or minor.
INFH_VO	Vocational Education Teacher In-field H--Has no major or minor.
INFSA_AM	Number of students taught by a teacher with regular or provisional certification--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSA_CM	Number of students taught by a teacher with regular or provisional certification--Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSA_EL	Number of students taught by a teacher with regular or provisional certification--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSA_EN	Number of students taught by a teacher with regular or provisional certification--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSA_ES	Number of students taught by a teacher with regular or provisional certification--ESL. Coded with the number of students taught in the given field if the teacher was in-field;
INFSA_FL	Number of students taught by a teacher with regular or provisional certification--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSA_MA	Number of students taught by a teacher with regular or provisional certification--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSA_PE	Number of students taught by a teacher with regular or provisional certification--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSA_SC	Number of students taught by a teacher with regular or provisional certification--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSA_SE	Number of students taught by a teacher with regular or provisional certification--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSA_SO	Number of students taught by a teacher with regular or provisional certification--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSA_VO	Number of students taught by a teacher with regular or provisional certification--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASCH	Number of students taught by a teacher with regular or provisional certification--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASEA	Number of students taught by a teacher with regular or provisional certification--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASEL	Number of students taught by a teacher with regular or provisional certification--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASHI	Number of students taught by a teacher with regular or provisional certification--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASHL	Number of students taught by a teacher with regular or provisional certification--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASKI	Number of students taught by a teacher with regular or provisional certification--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASLI	Number of students taught by a teacher with regular or provisional certification--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSASPE	Number of students taught by a teacher with regular or provisional certification--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASPH	Number of students taught by a teacher with regular or provisional certification--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSASPS	Number of students taught by a teacher with regular or provisional certification--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_AM	Number of students taught by a teacher with a major in-field--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_CM	Number of students taught by a teacher with a major in-field-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSB_EL	Number of students taught by a teacher with a major in-field--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_EN	Number of students taught by a teacher with a major in-field--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_ES	Number of students taught by a teacher with a major in-field--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_FL	Number of students taught by a teacher with a major in-field--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_MA	Number of students taught by a teacher with a major in-field--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_PE	Number of students taught by a teacher with a major in-field--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_SC	Number of students taught by a teacher with a major in-field--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_SE	Number of students taught by a teacher with a major in-field--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_SO	Number of students taught by a teacher with a major in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSB_VO	Number of students taught by a teacher with a major in-field--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSBSCH	Number of students taught by a teacher with a major in-field--sub0-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSBSEA	Number of students taught by a teacher with a major in-field--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSBSEL	Number of students taught by a teacher with a major in-field--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSBSHI	Number of students taught by a teacher with a major in-field--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSBSHL	Number of students taught by a teacher with a major in-field--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSBSKI	Number of students taught by a teacher with a major in-field--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field;
INFSBSLI	Number of students taught by a teacher with a major in-field--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field;
INFSBSPE	Number of students taught by a teacher with a major in-field--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSBSPH	Number of students taught by a teacher with a major in-field--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSBSPS	Number of students taught by a teacher with a major in-field--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_AM	Number of students taught by a teacher with a major or minor in-field--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_CM	Number of students taught by a teacher with a major or minor in-field-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSC_EL	Number of students taught by a teacher with a major or minor in-field--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_EN	Number of students taught by a teacher with a major or minor in-field--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_ES	Number of students taught by a teacher with a major or minor in-field--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_FL	Number of students taught by a teacher with a major or minor in-field--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_MA	Number of students taught by a teacher with a major or minor in-field--mathematics. Coded with the number of students taught in the given field if the teacher was in-field;
INFSC_PE	Number of students taught by a teacher with a major or minor in-field--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSC_SC	Number of students taught by a teacher with a major or minor in-field--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_SE	Number of students taught by a teacher with a major or minor in-field--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_SO	Number of students taught by a teacher with a major or minor in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSC_VO	Number of students taught by a teacher with a major or minor in-field--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSCSCH	Number of students taught by a teacher with a major or minor in-field--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSCSEA	Number of students taught by a teacher with a major or minor in-field--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSCSEL	Number of students taught by a teacher with a major or minor in-field--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSCSHI	Number of students taught by a teacher with a major or minor in-field--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSCSHL	Number of students taught by a teacher with a major or minor in-field--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSCSKI	Number of students taught by a teacher with a major or minor in-field--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCSLI	Number of students taught by a teacher with a major or minor in-field--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCSPE	Number of students taught by a teacher with a major or minor in-field--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCSPPH	Number of students taught by a teacher with a major or minor in-field--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFCSPPS	Number of students taught by a teacher with a major or minor in-field--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_AM	Number of students taught by a teacher with a regular or provisional certification and a major in-field--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_CM	Number of students taught by a teacher with a regular or provisional certification and a major in-field-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.

<u>Variable</u>	<u>Description and Specifications</u>
INFSD_EL	Number of students taught by a teacher with a regular or provisional certification and a major in-field--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_EN	Number of students taught by a teacher with a regular or provisional certification and a major in-field--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_ES	Number of students taught by a teacher with a regular or provisional certification and a major in-field--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_FL	Number of students taught by a teacher with a regular or provisional certification and a major in-field--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_MA	Number of students taught by a teacher with a regular or provisional certification and a major in-field--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_PE	Number of students taught by a teacher with a regular or provisional certification and a major in-field--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_SC	Number of students taught by a teacher with a regular or provisional certification and a major in-field--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_SE	Number of students taught by a teacher with a regular or provisional certification and a major in-field--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_SO	Number of students taught by a teacher with a regular or provisional certification and a major in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSD_VO	Number of students taught by a teacher with a regular or provisional certification and a major in-field--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSCH	Number of students taught by a teacher with a regular or provisional certification and a major in-field--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSEA	Number of students taught by a teacher with a regular or provisional certification and a major in-field--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSEL	Number of students taught by a teacher with a regular or provisional certification and a major in-field--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSHI	Number of students taught by a teacher with a regular or provisional certification and a major in-field--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSDSHL	Number of students taught by a teacher with a regular or provisional certification and a major in-field--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSKI	Number of students taught by a teacher with a regular or provisional certification and a major in-field--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSLI	Number of students taught by a teacher with a regular or provisional certification and a major in-field--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSPE	Number of students taught by a teacher with a regular or provisional certification and a major in-field--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSPH	Number of students taught by a teacher with a regular or provisional certification and a major in-field--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSDSPS	Number of students taught by a teacher with a regular or provisional certification and a major in-field--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_AM	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_CM	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSE_EL	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_EN	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_ES	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_FL	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_MA	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSE_PE	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_SC	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_SE	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_SO	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSE_VO	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESCH	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESEA	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESEL	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESHI	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESHL	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESKI	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESLI	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESPE	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSESPH	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSESPS	Number of students taught by a teacher with a regular or provisional certification and a major or minor in-field--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_AM	Number of students taught by a teacher without regular or provisional certification--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_CM	Number of students taught by a teacher without regular or provisional certification-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSF_EL	Number of students taught by a teacher without regular or provisional certification--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_EN	Number of students taught by a teacher without regular or provisional certification--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_ES	Number of students taught by a teacher without regular or provisional certification--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_FL	Number of students taught by a teacher without regular or provisional certification--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_MA	Number of students taught by a teacher without regular or provisional certification--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_PE	Number of students taught by a teacher without regular or provisional certification--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_SC	Number of students taught by a teacher without regular or provisional certification--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_SE	Number of students taught by a teacher without regular or provisional certification--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_SO	Number of students taught by a teacher without regular or provisional certification--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSF_VO	Number of students taught by a teacher without regular or provisional certification--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSCH	Number of students taught by a teacher without regular or provisional certification--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSEA	Number of students taught by a teacher without regular or provisional certification--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSFSEL	Number of students taught by a teacher without regular or provisional certification--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSHI	Number of students taught by a teacher without regular or provisional certification--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSHL	Number of students taught by a teacher without regular or provisional certification--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSKI	Number of students taught by a teacher without regular or provisional certification--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSLI	Number of students taught by a teacher without regular or provisional certification--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSPE	Number of students taught by a teacher without regular or provisional certification--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSPH	Number of students taught by a teacher without regular or provisional certification--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSFSPS	Number of students taught by a teacher without regular or provisional certification--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_AM	Number of students taught by a teacher without a major in-field--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_CM	Number of students taught by a teacher without a major in-field-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSG_EL	Number of students taught by a teacher without a major in-field--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_EN	Number of students taught by a teacher without a major in-field--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_ES	Number of students taught by a teacher without a major in-field--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_FL	Number of students taught by a teacher without a major in-field--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_MA	Number of students taught by a teacher without a major in-field--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSG_PE	Number of students taught by a teacher without a major in-field--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_SC	Number of students taught by a teacher without a major in-field--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_SE	Number of students taught by a teacher without a major in-field--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_SO	Number of students taught by a teacher without a major in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSG_VO	Number of students taught by a teacher without a major in-field--vocational education. Coded with the number of students taught in the given field if the teacher was in-field;
INFSGSCH	Number of students taught by a teacher without a major in-field--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field;
INFSGSEA	Number of students taught by a teacher without a major in-field--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSGSEL	Number of students taught by a teacher without a major in-field--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSGSHI	Number of students taught by a teacher without a major in-field--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSGSHL	Number of students taught by a teacher without a major in-field--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSGSKI	Number of students taught by a teacher without a major in-field--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSGSLI	Number of students taught by a teacher without a major in-field--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSGSPE	Number of students taught by a teacher without a major in-field--physical education. Coded with the number of students taught in the given field if the teacher was in-field;
INFSGSPH	Number of students taught by a teacher without a major in-field--sub-field--physics. Coded with the number of students taught in the given field if the teacher was in-field;
INFSGSPS	Number of students taught by a teacher without a major in-field--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_AM	Number of students taught by a teacher without a major or minor in-field--arts/music. Coded with the number of students taught in the given field if the teacher was in-field;
INFSH_CM	Number of students taught by a teacher without a major or minor in-field-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSH_EL	Number of students taught by a teacher without a major or minor in-field--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u><i>Variable</i></u>	<u><i>Description and Specifications</i></u>
INFSH_EN	Number of students taught by a teacher without a major or minor in-field--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_ES	Number of students taught by a teacher without a major or minor in-field--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_FL	Number of students taught by a teacher without a major or minor in-field--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_MA	Number of students taught by a teacher without a major or minor in-field--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_PE	Number of students taught by a teacher without a major or minor in-field--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_SC	Number of students taught by a teacher without a major or minor in-field--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_SE	Number of students taught by a teacher without a major or minor in-field--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_SO	Number of students taught by a teacher without a major or minor in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSH_VO	Number of students taught by a teacher without a major or minor in-field--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSCH	Number of students taught by a teacher without a major or minor in-field--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSEA	Number of students taught by a teacher without a major or minor in-field--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSEL	Number of students taught by a teacher without a major or minor in-field--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSHI	Number of students taught by a teacher without a major or minor in-field--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSHL	Number of students taught by a teacher without a major or minor in-field--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSKI	Number of students taught by a teacher without a major or minor in-field--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSLI	Number of students taught by a teacher without a major or minor in-field--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSPE	Number of students taught by a teacher without a major or minor in-field--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSHSPH	Number of students taught by a teacher without a major or minor in-field--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSHSPS	Number of students taught by a teacher without a major or minor in-field--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_AM	Number of students taught by a teacher without regular or provisional certification or a major in-field--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_CM	Number of students taught by a teacher without regular or provisional certification or a major in-field-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSI_EL	Number of students taught by a teacher without regular or provisional certification or a major in-field--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_EN	Number of students taught by a teacher without regular or provisional certification or a major in-field--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_ES	Number of students taught by a teacher without regular or provisional certification or a major in-field--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_FL	Number of students taught by a teacher without regular or provisional certification or a major in-field--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_MA	Number of students taught by a teacher without regular or provisional certification or a major in-field--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_PE	Number of students taught by a teacher without regular or provisional certification or a major in-field--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_SC	Number of students taught by a teacher without regular or provisional certification or a major in-field--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_SE	Number of students taught by a teacher without regular or provisional certification or a major in-field--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_SO	Number of students taught by a teacher without regular or provisional certification or a major in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSI_VO	Number of students taught by a teacher without regular or provisional certification or a major in-field--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSISCH	Number of students taught by a teacher without regular or provisional certification or a major in-field--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISEA	Number of students taught by a teacher without regular or provisional certification or a major in-field--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISEL	Number of students taught by a teacher without regular or provisional certification or a major in-field--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISHI	Number of students taught by a teacher without regular or provisional certification or a major in-field--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISHL	Number of students taught by a teacher without regular or provisional certification or a major in-field--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISKI	Number of students taught by a teacher without regular or provisional certification or a major in-field--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISLI	Number of students taught by a teacher without regular or provisional certification or a major in-field--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISPE	Number of students taught by a teacher without regular or provisional certification or a major in-field--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISPH	Number of students taught by a teacher without regular or provisional certification or a major in-field--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSISPS	Number of students taught by a teacher without regular or provisional certification or a major in-field--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_AM	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--arts/music. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_CM	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSJ_EL	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSJ_EN	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_ES	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_FL	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_MA	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--mathematics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_PE	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_SC	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_SE	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_SO	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJ_VO	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSCH	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSEA	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSEL	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSHI	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSHL	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSJSKI	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSLI	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSPE	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSPH	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSJSPS	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSK_AM	Number of students taught (for calculating in-field/out-of-field teaching)--arts/music. Coded with the number of students taught in the given field if the teacher was in-field;
INFSK_CM	Number of students taught (for calculating in-field/out-of-field teaching)-- Coded with the number of students taught in the given field if the teacher was in-field--computer science. Coded 0 if the teacher was out-of-field; Coded missing (valid skip) if the teacher did not teach in the given field.
INFSK_EL	Number of students taught (for calculating in-field/out-of-field teaching)--elementary education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSK_EN	Number of students taught (for calculating in-field/out-of-field teaching)--English. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSK_ES	Number of students taught (for calculating in-field/out-of-field teaching)--ESL. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSK_FL	Number of students taught (for calculating in-field/out-of-field teaching)--foreign language. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSK_MA	Number of students taught (for calculating in-field/out-of-field teaching)--mathematics. Coded with the number of students taught in the given field if the teacher was in-field;
INFSK_PE	Number of students taught (for calculating in-field/out-of-field teaching)--physical/health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSK_SC	Number of students taught (for calculating in-field/out-of-field teaching)--science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSK_SE	Number of students taught (for calculating in-field/out-of-field teaching)--special education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSK_SO	Number of students taught by a teacher without regular or provisional certification or a major or minor in-field--social studies, including history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;

<u>Variable</u>	<u>Description and Specifications</u>
INFSK_VO	Number of students taught (for calculating in-field/out-of-field teaching)--vocational education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSCH	Number of students taught (for calculating in-field/out-of-field teaching)--sub-field--chemistry. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSEA	Number of students taught (for calculating in-field/out-of-field teaching)--sub-field--geology/earth science/space science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSEL	Number of students taught (for calculating in-field/out-of-field teaching)--sub-field--elementary education (not kindergarten). Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSHI	Number of students taught (for calculating in-field/out-of-field teaching)--sub-field--history. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSHL	Number of students taught (for calculating in-field/out-of-field teaching)--health education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSKI	Number of students taught (for calculating in-field/out-of-field teaching)--sub-field--kindergarten. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSLI	Number of students taught (for calculating in-field/out-of-field teaching)--sub-field--life science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSPE	Number of students taught (for calculating in-field/out-of-field teaching)--physical education. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSPH	Number of students taught (for calculating in-field/out-of-field teaching)--sub0-field--physics. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
INFSKSPS	Number of students taught (for calculating in-field/out-of-field teaching)--sub-field--physical science. Coded with the number of students taught in the given field if the teacher was in-field; Coded 0 if the teacher was out-of-field;
LEASIZE	Categorical measure of LEA size. Created as follows: if d0456 = 0 then leasize = 1; else if 1 le d0456 le 249 then leasize = 2; else if 250 le d0456 le 999 then leasize = 3; else if 1000 le d0456 le 1999 then leasize = 4; else if 2000 le d0456 le 4999 then leasize = 5; else if 5000 le d0456 le 9999 then leasize = 6;
LEP	Percent of students enrolled in the school October 1 who were of limited-English proficiency. Calculated as follows: if s0320 = 2 then lep = 0; if s0320 = 1 then lep = round(((s0321/enrk12ug)*100), .01);
LEP	Percent of students enrolled in the school October 1 who had limited-English proficiency. Calculated as follows: LEP = round (((S0321/ENRK12UG)*100),.01); if S0320 = 2 then LEP = 0;
LEP_T	Percent of students taught by the teacher in the most recent full week who are limited-English proficient. Calculated as follows: LEP_T = ROUND ((100*T0249/ (sum(of T0208, T0215, T0217, T0219, T0221, T0223, T0225, T0227, T0229, T0231, T0233, T0235, T0237, T0239, T0241, T0243))),.01);

<u>Variable</u>	<u>Description and Specifications</u>
MAG_C	<p>Created from S0112 and S0114. Mag_c = 0 if S0112 = 2(No); Mag_c = 1 if S0112 = 1(Yes) and S0114 = 2(No); Mag_c = 2 if S0112 = 1(Yes) and S0114 = 1(Yes). FREQ WTD</p> <p>0= School does not have a magnet program 1= School has a magnet program and its purpose is not racial/ethnic integration 2= School has a magnet program and its purpose is racial/ethnic integration</p>
MAG_D	<p>Created from two questions (38a & b) asking if district has magnet program, and then if it's to help integrate schools racially. Coded 2 = District has a magnet program AND it has as a purpose integrating schools racially/ethnically. Coded 1 = District has a magnet program BUT it does not have racial/ethnic integration as a purpose. Coded 0 = District does not have a magnet program. Calculated as follows: if d0562 = 1 then mag_d = 2; else if d0562 = 2 then mag_d = 1; else if d0561 = 2 then mag_d = 0;</p>
MAGSW_C	<p>Created from S0112 and S0113. Magsw_c = 0 if S0112 = 2(No); Magsw_c = 1 if S0112 = 1(Yes) and S0113 = 2(No); Magsw_c = 2 if S0112 = 1(Yes) and S0113 = 1(Yes).</p> <p>0= School does not have a magnet program 1= School has a magnet program but it is not school-wide 2= School has a magnet program and it is school-wide</p>
MGMNT_T	<p>Composite measure of a teacher's perception of management of school. Created as follows: Recode (reverse: 1=4, 2=3, 3=2, 4=1) items T0299, T0300, T0306, T0310, T0312; (subscript p indicates recoded variable) MGMNT_T = T0299p + T0300p + T0306p + T0310p + T0312p</p>
MINENR	<p>Percent minority students at this school. This variable was created as follows: MINENR=round(((NMINST_C/ENRK12UG)*100), .01);</p>
MINTCH	<p>Percent minority teachers at this school. This variable was created with S0249-S0254 as follows: MINTCH=round(((sum(S0249, S0251, S0252, S0253)/S0254)*100), .01);</p>
NAIS_MEM	<p>School member of NAIS</p>
NEWTCH	<p>Teacher has taught 3 or fewer years, including part-time and full-time teaching. Calculated as follows: TNEW = 2; If TOTEXPER le 3 then TNEW = 1;</p>
NMINST_C	<p>Number of minority students in the school. Created as follows: NMINST_C = sum(S0096, S0098, S0099, S0100);</p>
NMINST_D	<p>Number of minority students in the LEA. Created as follows: nminst_d = sum(d0458, d0460, d0461, d0462);</p>
NMINTCH	<p>Number of minority teachers in this school district. This variable was created using the following code: nmintch = sum(d0471, d0473, d0474, d0475);</p>
NSLAPP	<p>Percent of students in the district around October 1 in kindergarten through twelfth grade that were approved for free or reduced-price lunches in the National School Lunch Program. Calculated as follows: if d0464 = 3 then nslapp = .B; else if d0464 = 2 or d0467 = 2 then nslapp = 0; else nslapp = round(((d0469/d0457)*100), .01);</p>
NSLELG	<p>Percent of students in the district around October 1 in kindergarten through twelfth grade that were eligible for free or reduced-price lunches through the National School Lunch Program. Calculated as follows: if d0464=2 then nslelg = 0; else if d0464=3 then nslelg = .B; else nslelg = round(((d0466/d0457)*100), .01);</p>

<u>Variable</u>	<u>Description and Specifications</u>
NUMTCH	Estimated number of full-time equivalent teachers in the school. This variable uses an estimate of the average percentage of time part-time teachers taught in the SASS school (0.5178), based on calculations from 1993-94 SASS data. Calculated as follows: $NUMTCH = \text{round}(\text{sum}(s0228, (s0959*.875), (s0960*.625), (s0961*.375), (s0962*.125)), .1);$
NUMTCH	Estimated number of full-time equivalent teachers in the school. This variable uses an estimate of the average percentage of time part-time teachers taught in the SASS school (0.5178), based on calculations from 1993-94 SASS data. Calculated as follows: $\text{numtch} = \text{round}(\text{sum}(s0228, (s0227*0.5178)), .1);$
OP_YRS	Number of years school has operated as a public charter school. Calculated as follows: $OP_YRS = \text{sum}(1999, -S0755).$
P120404P	Percent of those 15-years-old or older in the school district who had completed a bachelor's or higher level degree in 1990, according to U.S. Census.
PGMTYPE	Program type of school. Taken from School Sample file: Coded: 1 = Regular; 2 = Montessorri; 3= Special program emphasis; 4 = Special Education; 5 = Vocational Education; 6 = Alternative ; 7 = Early Childhood Program / Daycare Center
PGMTYPE	Program type of school. Taken from School Sample file: Coded: 1 = Regular; 3= Special program emphasis; 4 = Special Education; 5 = Vocational Education; 6 = Alternative
PLAN	Percentage of scheduled school time teachers had for planning in their most recent full week of teaching. Calculated as follows: $PLAN = \text{ROUND}(\frac{(T0274 + T0275/60)}{T0273} * 100, 2);$
PRFMET	School performance goals: Did the principal's school have performance goals and, if so, did the school meet the goals. Created as follows: if a0207 = 2 then prfmet = 0; else if a0209 = 1 then prfmet = 2;
PRFREQ	School performance goals: Did the principal's school have performance goals and, if so, was the school required to meet those goals. Created as follows: if a0207 = 2 then prfreq = 0; else if a0208 = 1 then prfreq = 2; else if a0208 = 2 then prfreq = 1;
PRNEXPER	Total years of the principal's experience as a principal. Calculated as follows: $\text{prnexper} = \text{sum}(a0053, a0054);$
PUPILS_D	Number of students taught by the teacher in the most recent full week of teaching, teachers of departmentalized instruction classes. Calculated as follows: $PUPILS_D = T0215 + T0217 + T0219 + T0221 + T0223 + T0225 + T0227 + T0229 + T0231 + T0233 + T0235 + T0237 + T0239 + T0241 + T0243;$ if T0206 ne 1 then
PUPILS_S	Number of students taught by the teacher in the most recent full week of teaching, teachers of departmentalized instruction classes. Calculated as follows: $PUPILS_S = T0208;$ if T0206 ne 3 then PUPILS_S = .;
RACETH_P	The principal's race/ethnicity. Calculated as follows: if a0228 = 1 then raceth_p = 1; if a0228 = 2 then raceth_p = 2; if a0228 = 3 and a0230=2 then raceth_p = 3; if a0228 = 4 and a0230=2 then raceth_p = 4; if a0230=1 then raceth_p = 5;
RACETH_T	Teacher's race/ethnicity. Created as follows: IF T0357=1 THEN RACETH_T=1; *AMERICAN INDIAN; IF T0357=2 THEN RACETH_T=2; *ASIAN; IF T0357=3 AND T0359=2 THEN RACETH_T=3; *BLACK NON-HISP; IF T0357=4 AND T0359=2 THEN RACETH_T=4; *WHITE NON-HISP; IF T0359=1 THEN RACETH_T=5; *HISPANIC

<u>Variable</u>	<u>Description and Specifications</u>
REGION	Census Region where LEA or school is located. Northeast (Code=1): Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont Midwest (Code=2): Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin South (Code=3): Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia West (Code=4): Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming
RELIG	Three-level affiliation code. Values were created as follows: if typology in (1, 2, 3) then relig=1; if typology in (4, 5, 6) then relig=2; if typology gt 6 then relig=3; 1=Catholic; 2=Other religious; 3=Nonsectarian.
SBKGD_P	Composite measure of principal's perception of problems with student background for population of students in the school. Created as follows: sbkgd_p = sum(of a0144-a0147);
SBKGD_T	Composite measure of a teacher's perception of problems with student family background for population of students in the school. Created as follows: SBKGD_T = t0335 + t0336 + t0337 + t0338 (Possible sums range from 4-16. The lower the sum, the more serious the problem is perceived to be and vice versa)
SC_AG_ID	NCES Agency ID of school, from CCD-School.
SC_NCSID	NCES school ID, from CCD-School.
SC_NCSID	NCES school identification number. Permanent Identification Number (PIN) from the Private School Survey (PSS).
SC_RNKNA	School national ranking in terms of number of students, from CCD-School.
SC_RNKST	School state ranking in terms of number of students, from CCD-School.
SC_ZIP	ZIP code for the school.
SC_ZIP	ZIP code for the school, from BIA File (or Universe/Sampling file).
SC_ZIP	ZIP code for the school, from PSS.
SC_ZIP4	4-digit extension for school's ZIP code.
SCH_ISR	Interview status of school.
SCH_ISR	Interview status of school.
SCHCNTL	School control number. Use this number to merge school, principal, teacher, library, and TLF records. Char 1-2: State FIPS code Char 3-5: LEA number (000 for all private schools) Char 6: Type of school 4 = List frame -Catholic 5 = List frame - non-Catholic 6 = Area search frame Char 7-9: School number 101-499 - School is in SASS only 501-699 - School is in SASS and NAEP 701-799 - School is in SASS and ECLS 801-899 - School is in SASS, NAEP, and ECLS Char 10: Split school indicator ('0' for original school, '1', '2', etc., for schools added because of split) Char 11: Questionnaire identifier - '7' for SASS-3B Char 12: Check digit - Computed from other parts of control number

Variable**Description and Specifications**

SCHLEVE2

Level of school--elementary, middle, high school, or combined. Created as follows:
(Code 4 = combined; 3 = secondary; 2 = middle; 1 = elementary.)

if S0088 = 1 then LOWEST = 12;
if S0086 = 1 then LOWEST = 11;
if S0084 = 1 then LOWEST = 10;
if S0082 = 1 then LOWEST = 9;
if S0080 = 1 then LOWEST = 8;
if S0078 = 1 then LOWEST = 7;
if S0076 = 1 then LOWEST = 6;
if S0074 = 1 then LOWEST = 5;
if S0072 = 1 then LOWEST = 4;
if S0070 = 1 then LOWEST = 3;
if S0068 = 1 then LOWEST = 2;
if S0066 = 1 then LOWEST = 1;
if S0060 = 1 then LOWEST = 0;
if S0058 = 1 then LOWEST = -1;

if S0058 = 1 then HIGHEST = -1;
if S0060 = 1 then HIGHEST = 0;
if S0066 = 1 then HIGHEST = 1;
if S0068 = 1 then HIGHEST = 2;
if S0070 = 1 then HIGHEST = 3;
if S0072 = 1 then HIGHEST = 4;
if S0074 = 1 then HIGHEST = 5;
if S0076 = 1 then HIGHEST = 6;
if S0078 = 1 then HIGHEST = 7;
if S0080 = 1 then HIGHEST = 8;
if S0082 = 1 then HIGHEST = 9;
if S0084 = 1 then LOWEST = 10;
if S0086 = 1 then HIGHEST = 11;
if S0088 = 1 then HIGHEST = 12;

if LOWEST le 4 and HIGHEST le 8 then SCHLEVE2 = 1;
if LOWEST ge 7 and HIGHEST ge 9 then SCHLEVE2 = 3;
if LOWEST ge 5 and HIGHEST le 8 then SCHLEVE2 = 2;
if LOWEST le 6 and HIGHEST ge 9 then SCHLEVE2 = 4;

<u>Variable</u>	<u>Description and Specifications</u>
SCHLEVE2	<p>Taken from School file. Level of school--elementary, middle, high school, or combined. Created as follows: (Code 4 = combined; 3 = secondary; 2 = middle; 1 = elementary.)</p> <p>if S0088 = 1 then LOWEST = 12; if S0086 = 1 then LOWEST = 11; if S0084 = 1 then LOWEST = 10; if S0082 = 1 then LOWEST = 9; if S0080 = 1 then LOWEST = 8; if S0078 = 1 then LOWEST = 7; if S0076 = 1 then LOWEST = 6; if S0074 = 1 then LOWEST = 5; if S0072 = 1 then LOWEST = 4; if S0070 = 1 then LOWEST = 3; if S0068 = 1 then LOWEST = 2; if S0066 = 1 then LOWEST = 1; if S0060 = 1 then LOWEST = 0; if S0058 = 1 then LOWEST = -1;</p> <p>if S0058 = 1 then HIGHEST = -1; if S0060 = 1 then HIGHEST = 0; if S0066 = 1 then HIGHEST = 1; if S0068 = 1 then HIGHEST = 2; if S0070 = 1 then HIGHEST = 3; if S0072 = 1 then HIGHEST = 4; if S0074 = 1 then HIGHEST = 5; if S0076 = 1 then HIGHEST = 6; if S0078 = 1 then HIGHEST = 7; if S0080 = 1 then HIGHEST = 8; if S0082 = 1 then HIGHEST = 9; if S0084 = 1 then LOWEST = 10; if S0086 = 1 then HIGHEST = 11; if S0088 = 1 then HIGHEST = 12;</p> <p>If LOWEST le 4 and HIGHEST le 8 then SCHLEVE2 = 1; If LOWEST ge 7 and HIGHEST ge 9 then SCHLEVE2 = 3; If LOWEST ge 5 and HIGHEST le 8 then SCHLEVE2 = 2; if LOWEST le 6 and HIGHEST ge 9 then SCHLEVE2 = 4;</p>
SCHLEVEL	<p>School level based on school reported grade levels offered. This variable was created using the following code:</p> <p>EDKG6=SUM(OF S0060 S0066 S0068 S0070 S0072 S0074 S0076); ED912=SUM(OF S0082 S0084 S0086 S0088); ED712=SUM(OF S0078 S0080 S0082 S0084 S0086 S0088); IF EDKG6 >= 1 AND ED912 < 1 AND S0090 < 1 THEN LEVEL=1; *ELEMENTARY;</p> <p>ELSE IF S0090=1 AND (EDKG6 >= 1 OR S0078=1 OR S0080=1) AND ED912 < 1 THEN LEVEL=1; ELSE IF S0090 < 1 AND EDKG6 < 1 THEN LEVEL = 2; *SECONDARY; ELSE IF S0090 = 1 AND EDKG6 < 1 AND ED712 >= 1 THEN LEVEL=2; ELSE LEVEL=3; *COMBINED;</p>
SCHLEVEL	<p>Taken from School file. School level based on school reported grade levels offered. This variable was created using the following code:</p> <p>EDKG6=SUM(OF S0060 S0066 S0068 S0070 S0072 S0074 S0076); ED912=SUM(OF S0082 S0084 S0086 S0088); ED712=SUM(OF S0078 S0080 S0082 S0084 S0086 S0088); IF EDKG6 >= 1 AND ED912 < 1 AND S0090 < 1 THEN LEVEL=1; *ELEMENTARY;</p> <p>ELSE IF S0090=1 AND (EDKG6 >= 1 OR S0078=1 OR S0080=1) AND ED912 < 1 THEN LEVEL=1; ELSE IF S0090 < 1 AND EDKG6 < 1 THEN LEVEL = 2; *SECONDARY; ELSE IF S0090 = 1 AND EDKG6 < 1 AND ED712 >= 1 THEN LEVEL=2; ELSE LEVEL=3; *COMBINED;</p>

<u>Variable</u>	<u>Description and Specifications</u>
SCHSIZE	Categorical measure of school size. Created as follows: *SCHSIZE; if l le enr12ug lt 50 then schsize=1; if 50 le enr12ug le 99 then schsize=2; if 100 le enr12ug le 149 then schsize=3; if 150 le enr12ug le 199 then schsize=4; if 200 le enr12ug le 349 then schsize=5; if 350 le enr12ug le 499 then schsize=6; if 500 le enr12ug le 749 then schsize=7; if 750 le enr12ug le 999 then schsize=8; if 1000 le enr12ug le 1199 then schsize=9; if 1200 le enr12ug le 1499 then schsize=10; if 1500 le enr12ug le 1999 then schsize=11; if enr12ug ge 2000 then schsize=12; *Taken from School Sample File, if school is non-interview;
SCHSIZE	Categorical measure of school size. Created as follows: *SCHSIZE; if l le enr12ug lt 50 then schsize=1; if 50 le enr12ug le 99 then schsize=2; if 100 le enr12ug le 149 then schsize=3; if 150 le enr12ug le 199 then schsize=4; if 200 le enr12ug le 349 then schsize=5; if 350 le enr12ug le 499 then schsize=6; if 500 le enr12ug le 749 then schsize=7; if 750 le enr12ug le 999 then schsize=8; if 1000 le enr12ug le 1199 then schsize=9; if 1200 le enr12ug le 1499 then schsize=10; if 1500 le enr12ug le 1999 then schsize=11; if enr12ug ge 2000 then schsize=12;
SCHSIZE	Categorical measure of school size. Values created from S0092 (K-12 enrollment). Created as follows: *SCHSIZE; if l le enr12ug lt 50 then schsize=1; if 50 le enr12ug le 99 then schsize=2; if 100 le enr12ug le 149 then schsize=3; if 150 le enr12ug le 199 then schsize=4; if 200 le enr12ug le 349 then schsize=5; if 350 le enr12ug le 499 then schsize=6; if 500 le enr12ug le 749 then schsize=7; if 750 le enr12ug le 999 then schsize=8; if 1000 le enr12ug le 1199 then schsize=9; if 1200 le enr12ug le 1499 then schsize=10; if 1500 le enr12ug le 1999 then schsize=11; if enr12ug ge 2000 then schsize=12;
SCHSIZE	Categorical measure of school size. Values created from ENRK12UG (K-12 enrollment): *SCHSIZE; if l le enr12ug lt 50 then schsize=1; if 50 le enr12ug le 99 then schsize=2; if 100 le enr12ug le 149 then schsize=3; if 150 le enr12ug le 199 then schsize=4; if 200 le enr12ug le 349 then schsize=5; if 350 le enr12ug le 499 then schsize=6; if 500 le enr12ug le 749 then schsize=7; if 750 le enr12ug le 999 then schsize=8; if 1000 le enr12ug le 1199 then schsize=9; if 1200 le enr12ug le 1499 then schsize=10; if 1500 le enr12ug le 1999 then schsize=11; if enr12ug ge 2000 then schsize=12;
SDLQ_P	Composite measure of principal's perception of delinquent student behavior in the school. Created as follows: $sdq_p = \text{sum}(a0134, a0135, a0136, a0140, a0141)$;
SDLQ_T	Composite measure of a teacher's perception of delinquent student behavior in the school. Created as follows: $SDLQ_T = t0325 + t0326 + t0327 + t0331 + t0332$
SECTOR	School sector (public, private, BIA, or charter, depending on the questionnaire completed by the respondent). Public = A, Private = B, BIA = C, Public Charter = D.

<u><i>Variable</i></u>	<u><i>Description and Specifications</i></u>
SECTOR2	Sector definitions, including overlaps between sectors. This variable provides all combinations of public, public charter, BIA, and private schools, because some schools could be on multiple sample frames (for instance, public charter and public schools). Defined: If school is on public frame and not on public charter and not on BIA then SECTOR2=1; If school is on public frame and on public charter and not on BIA then SECTOR2=2; If school is on public frame and not on public charter and on BIA then SECTOR2=3; If school is on public frame and on public charter and on BIA then SECTOR2=4; If school is not on public frame and not on public charter and on BIA then SECTOR2=5; If school is not on public frame and on public charter and on BIA then SECTOR2=6; If school is not on public frame and on public charter and not on BIA then SECTOR2=7; If school is on private frame then SECTOR2 = 8;
SLOCMAIL	Geographical classification of mailing addresses of school, from 1997-98 PSS 1 Large central city; 2 Mid-size central city; 3 Urban fringe of large city; 4 Urban fringe of mid-size city; 5 Large town; 6 Small town; 7 Rural; N Not available;
SLOCMAIL	Geographical classification of mailing addresses of school, from 1997-98 CCD 1 Large central city; 2 Mid-size central city; 3 Urban fringe of large city; 4 Urban fringe of mid-size city; 5 Large town; 6 Small town; 7 Rural; N Not available;
SLOCPHYS	Locale type of school based on 1997-98 physical address, from Census Geography: 1 Large central city; 2 Mid-size central city; 3 Urban fringe of large city; 4 Urban fringe of mid-size city; 5 Large town; 6 Small town; 7 Rural, outside MSA; 8 Rural, in MSA;
STATABB	Two character state abbreviation for state in which district (LEA) resides, from CCD-Agency.

Variable

STATE

Description and Specifications

FIPS State Code for the physical location of the school district, from CCD-Agency. FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes are codes developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and State in the United States; state codes are listed in the codebooks, while the county codes may be looked up in the NIST publications. (See FIPS5-2: Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and Associated Areas, 1987 May 28.) FIPS codes and information are available at <http://www.itl.nist.gov>. FIPS5-2 is available at <http://www.itl.nist.gov/fipspubs/fip5-2.htm>.

01= Alabama
02= Alaska
04= Arizona
05= Arkansas
06= California
08= Colorado
09= Connecticut
10= Delaware
11= District of Columbia
12= Florida
13= Georgia
15= Hawaii
16= Idaho
17= Illinois
18= Indiana
19= Iowa
20= Kansas
21= Kentucky
22= Louisiana
23= Maine
24= Maryland
25= Massachusetts
26= Michigan
27= Minnesota
28= Mississippi
29= Missouri
30= Montana
31= Nebraska
32= Nevada
33= New Hampshire
34= New Jersey
35= New Mexico
36= New York
37= North Carolina
38= North Dakota
39= Ohio
40= Oklahoma
41= Oregon
42= Pennsylvania
44= Rhode Island
45= South Carolina
46= South Dakota
47= Tennessee
48= Texas
49= Utah
50= Vermont
51= Virginia
53= Washington
54= West Virginia
55= Wisconsin
56= Wyoming

<u>Variable</u>	<u>Description and Specifications</u>
STCNTY	School district (LEA) FIPS State/County code, from CCD-Agency. 1-2 = FIPS State number 3-5 = FIPS County number within state FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes are codes developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and State in the United States; state codes are listed in the codebooks, while the county codes may be looked up in the NIST publications. (See FIPS PUB 6-4: Counties and Equivalent Entities of the United States, its Possessions, and Associated Areas 1990 August 31). FIPS codes and information are available at http://www.itl.nist.gov . FIPS6-4 is available at http://www.itl.nist.gov/fipspubs/fip6-4.htm .
STDREW_D	Does this state reward or sanction districts or schools for student achievement? 3= Both rewards and sanctions; 2 = Rewards but does not sanction; 1 = Sanctions but does not reward; 0 = Neither rewards nor sanctions. Calculated as follows: If D0540 = 1 and D0541 = 1 then STDREW_D = 3; If D0540 = 1 and D0541 = 2 then STDREW_D = 2; If D0540 = 2 and D0541 = 1 then STDREW_D = 1; If D0540 = 2 and D0541 = 2 then STDREW_D = 0;
STDREW_S	Does this district reward or sanction schools for student achievement? 3= Both rewards and sanctions; 2 = Rewards but does not sanction; 1 = Sanctions but does not reward; 0 = Neither rewards nor sanctions. Calculated as follows: If D0542 = 1 and D0543 = 1 then STDREW_S = 3; If D0542 = 1 and D0543 = 2 then STDREW_S = 2; If D0542 = 2 and D0543 = 1 then STDREW_S = 1; If D0542 = 2 and D0543 = 2 then STDREW_S = 0;
STDREWNS	No schools in the district were rewarded for student achievement in the last 12 months. (1 = yes; 2 = no) Calculated as follows: If D0544 = 0 and D0545 = 0 then STDREWNS = 1; if D0544 ge 1 then STDREWNS = 2; if D0545 ge 1 then STDREWNS = 2; if D0540 = 2 and D0542 = 2 then STREWNS = .B;
STDSANNS	No schools in the district were sanctioned for poor student achievement in the last 12 months. (1 = yes; 2 = no) Calculated as follows: If D0546 = 0 and D0547 = 0 and D0548 = 0 and D0549 = 0 then STDSANNS = 1; if D0546 ge 1 then STDSANNS = 2; if D0547 ge 1 then STDSANNS = 2; if D0548 ge 1 then STDSANNS = 2; if D0549 ge 1 then STDSANNS = 2; if D0541 = 2 and D0543 = 2 then STDSANNS = .B;
STU_AR	Number of students in teacher's classes - Arts & Music. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes; Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; *Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243; STU_AR = 0; CL_AR = 0; Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_AR = CL_AR + 1; If COURSE(i) in (14, 15, 17, 18) then STU_AR = STU_AR + SIZE(i); End; if CL_AR le 0 then CL_AR = .; if STU_AR le 0 then STU_AR = .;

<u>Variable</u>	<u>Description and Specifications</u>
STU_CS	<p>Number of students in teacher's classes - Computer science. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_CS = 0; CL_CS = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_CS = CL_CS + 1; If COURSE(i) in (14, 15, 17, 18) then STU_CS = STU_CS + SIZE(i); End; If STU_CS le 0 then STU_CS = .; if CL_CS le 0 then CL_CS = .;</p>
STU_ENG	<p>Number of students in teacher's classes - English. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_ENG = 0; CL_ENG = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_ENG = CL_ENG + 1; If COURSE(i) in (14, 15, 17, 18) then STU_ENG = STU_ENG + SIZE(i); End; if CL_ENG le 0 then CL_ENG = .; if STU_ENG le 0 then STU_ENG = .;</p>
STU_FL	<p>Number of students in teacher's classes - Foreign Language. Variable used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_FL = 0; CL_FL = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_FL = CL_FL + 1; If COURSE(i) in (14, 15, 17, 18) then STU_FL = STU_FL + SIZE(i); End; If STU_FL le 0 then STU_FL = .; if CL_FL le 0 then CL_FL = .;</p>

<u>Variable</u>	<u>Description and Specifications</u>
STU_MAT	<p>Number of students in teacher's classes - Math. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_MAT = 0; CL_MAT = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_MAT = CL_MAT + 1; If COURSE(i) in (14, 15, 17, 18) then STU_MAT = STU_MAT + SIZE(i); End; If STU_MAT le 0 then STU_MAT = .; if CL_MAT le 0 then CL_MAT = .;</p>
STU_NS	<p>Number of students in teacher's classes - Natural Science. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_NS = 0; CL_NS = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_NS = CL_NS + 1; If COURSE(i) in (14, 15, 17, 18) then STU_NS = STU_NS + SIZE(i); End; if CL_NS le 0 then CL_NS = .; if STU_NS le 0 then STU_NS = .;</p>
STU_SO	<p>Number of students in teacher's classes - Social Studies. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes;</p> <p>Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242;</p> <p>*Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243;</p> <p>STU_SO = 0; CL_SO = 0;</p> <p>Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_SO = CL_SO + 1; If COURSE(i) in (14, 15, 17, 18) then STU_SO = STU_SO + SIZE(i); End; if CL_SO le 0 then CL_SO = .; if STU_SO le 0 then STU_SO = .;</p>

<u>Variable</u>	<u>Description and Specifications</u>
STU_TCH	Number of students per full-time equivalent teacher in the school. This variable is estimated, because it is based on NUMTCH, a variable created from an estimate of the percentage of time part-time teachers taught in SASS sample schools. Calculated as follows: STU_TCH = round((ENRK12UG/NUMTCH),.01);
STU_TCH	Number of students per full-time equivalent teacher in the school. This variable is estimated, because it is based on NUMTCH, a variable created from an estimate of the percentage of time part-time teachers taught in SASS sample schools. Calculated as follows: stu_tch = round((enrk12ug/numtch), .01);
STU_VT	Number of students in teacher's classes - Vocational Education. Variable is used in creating class size variable for teachers in the given subject. Coded as follows: *Create array for course source codes; Array COURSE (15) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; *Create array for class sizes source codes; Array SIZE (15) T0215 T0217 T0219 T0221 T0223 T0225 T0227 T0229 T0231 T0233 T0235 T0237 T0239 T0241 T0243; STU_VT = 0; CL_VT = 0; Do for i= 1 to 15; If COURSE(i) in (14, 15, 17, 18) then CL_VT = CL_VT + 1; If COURSE(i) in (14, 15, 17, 18) then STU_VT = STU_VT + SIZE(i); End; if CL_VT le 0 then CL_VT = .; if STU_VT le 0 then STU_VT = .;
SUPPORT	Teacher support for charter school conversion: Was the teacher teaching at the school before the conversion to charter school, and, if so, did the teacher support the conversion. Created as follows: If T0057=1 and T0058 = 1 then SUPPORT = 2; if T0057 = 1 and T0058 = 2 then SUPPORT = 1; if T0057 = 2 then SUPPORT=0; If T0055 = 2 or T0056 = 1 or T0056 = 3 then SUPPORT = .;
SURVEY	Name of questionnaire Coded 1 = Public School District, 2 = Public School Principal, 3 = Public School, 4 = Public School Teacher, 5 = Public School Library Media Center, 6 = Private School Principal, 7 = Private School, 8 = Private School Teacher, 9 = Private School Library Media Center, 10 = BIA School Principal, 11 = BIA School, 12 = BIA School Teacher, 13 = BIA School Library Media Center, 14 = Public Charter School Principal, 15 = Public Charter School, 16 = Public Charter
TCHEXPER	Total years of principal's experience as a teacher. Calculated as follows: tchexper = sum(a0055, a0056);
TCHSTS	From Teacher Follow-up Survey questionnaire TFS-1, school report of teacher status (detailed) for school year 2000-01. At the beginning of the 2000-01 school year, principals were asked the 2000-2001 teaching status of each teacher included in the 1999-2000 SASS. Coded: 0 = Teacher unknown or did not teach at this school in 1999-2000 1 = Teaching in this school 2 = Still teaching at elementary or secondary level, but not at this school 3 = Still teaching, but at the prekindergarten or secondary level 4 = Working in this school, but not as a teacher 5 = Has left this school for a nonteaching occupation in the field of education 6 = Has left this school for an occupation or activity not in the education field (include retired, homemaking and/or child rearing, sabbatical leave) 7 = Teacher has left school, no other information available 8 = Deceased 9 = Principal refused to provide information about this teacher 10 = Principal refused to provide information for any teachers 11 = Unable to contact school

Variable

TEALEV

Description and Specifications

Grade level of students taught by teacher. For use with out-of-field teaching variables. Teachers are grouped into three categories based on the grade levels of students taught and the teachers' main assignments. Coded as follows: if T0102 in(1,2,3) then e1=1;
 else if (49 le T0102 le 63) & t0206=3 then sp=1;

```

if n(of T0193-T0205) > 0 then do; *if k-12 teacher then do;
  if n(of T0203-T0205) > 0 then tealev=3; *if any g10-g12 then secondary;
  else if T0202=1 & n(of T0193-T0201 T0203-T0205)=0 then tealev=3; * else if g9
only then secondary;
  else if n(of T0193-T0197) > 0 & n(of T0198-T0205)=0 then tealev=1; * else if k-g4
only then elementary;
  else if e1=1 then tealev=1; *else if any middle grades and elementary assignment
then elementary;
  else if sp=1 then tealev=1; *else if any middle grades and special ed assignment
then elementary;
  else tealev=2;
end;
else do; tealev=4; end;

```

Variable

TEALEV2

Description and Specifications

Level of students taught by teacher (elementary or secondary). Coded as follows:

```

*****
If ungraded only then use TSUBJ (recode of assignment)
*****
IF T0191=1 AND SUM(OF T0192--T0205) < 1 THEN DO;
/* UNGRADED, AND NO PRE--K -- 12 */
  IF TSUBJ<=2 THEN TEALEV2=1;      /*ELEMENTARY*/
  ELSE IF TSUBJ>2 THEN TEALEV2=2;  /*SECONDARY*/
END;

*****
If elementary grades only then elementary
*****

ELSE IF SUM(OF T0191--T0198) > 0 AND /*UNGR, PRE--K--5TH*/
SUM(OF T0203--T0205) < 1 /*NO 10TH--12*/
THEN TEALEV2=1;

*****
If secondary only then secondary
*****

ELSE IF SUM(OF T0192--T0198) < 1 AND /*NO PRE--K--5TH*/
SUM(OF T0202--T0205) > 0 /*9TH--12TH*/
THEN TEALEV2=2;

*****
If 7th or 8th or both elementary and secondary then
go through a series of steps:
1. If main assignment elementary then elementary
2. Else if special ed then use TSUBJ (assignment recode)
3. Else if only middle grades then secondary
4. Else if elementary enrichment class then elementary
5. Else if teaching all the secondary grades and main
assignment secondary then secondary
6. Else if teaching all the elementary grades and main
assignment is elementary then elementary
7. Else if teaching more of the elementary grades than
the secondary grades then elementary
8. Else if teaching more of the secondary grades than
the elementary grades than secondary
9. Else if teaching equal number of elementary and
secondary grades then look at TSUBJ (assignment recode)
*****

ELSE IF T0200 >= 1 OR T0201 >= 1 OR /*7TH OR 8TH*/
(SUM(OF T0192--T0199)>0 AND /*PRE--K--6TH*/
SUM(OF T0202--T0205)>0) THEN DO; /*9TH--12TH*/
  IF T0102 <= 3 THEN TEALEV2=1; /*PRE--K,KG,GENL.ELEM*/
  ELSE IF 49 <= T0102 <= 63 THEN DO; /*SPECIAL ED*/
    IF TSUBJ <= 2 THEN TEALEV2=1; /*ELEMENTARY*/
    ELSE IF TSUBJ > 2 THEN TEALEV2=2; /*SECONDARY*/
  END;
  ELSE IF SUM(OF T0198--T0202)>0 AND /*5TH--9TH*/
SUM(OF T0191--T0197)<1 THEN TEALEV2=2; /*UG--4TH*/
  ELSE IF T0206=2 THEN TEALEV2=1; /*ELEM ENRICHMENT*/
  ELSE IF SUM(OF T0200--T0205)=6 AND /*7TH--12TH*/
TSUBJ >= 3 THEN TEALEV2=2;
  ELSE IF SUM(OF T0194--T0199)=6 AND /*1ST--6TH*/
TSUBJ < 3 THEN TEALEV2=1;
  ELSE IF SUM(OF T0194--T0199) > /*1ST--6TH*/
SUM(OF T0200--T0205) THEN TEALEV2=1; /*7TH--12TH*/
  ELSE IF SUM(OF T0194--T0199) < /*1ST--6TH*/
SUM(OF T0200--T0205) THEN TEALEV2=2; /*7TH--12TH*/

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<u>Variable</u>	<u>Description and Specifications</u>
	<pre> ELSE IF SUM(OF T0194--T0199) = /*1ST--6TH*/ SUM(OF T0200--T0205) THEN DO; /*7TH--12TH*/ IF TSUBJ <= 2 THEN TEALEV2=1; /*ELEMENTARY*/ ELSE IF TSUBJ >= 3 THEN TEALEV2=2; /*SECONDARY*/ END; End; ***** Remainders are 6th grade only. Go through a series of steps: 1. If main assignment elementary then elementary 2. Else if special ed and class is self-contained then elementary 3. Else if class is elementary enrichment then elementary 4. Else secondary ***** ELSE IF T0102 IN(2,3) THEN TEALEV2=1; /*KG & GENL ELEM*/ ELSE IF 49 <= T0102 <= 63 and /*special ed*/ T0206 = 3 then TEALEV2=1; /*self-cont*/ Else if T0206=2 then TEALEV2=1; /*elem enrich*/ Else TEALEV2=2; *****format and label; proc format; value twolevel 1='elementary' 2='secondary'; format tealev2 twolevel. ; Label TEALEV2 = 'TEACHER LEVEL (ELEM/SEC)'; ; run; </pre>
THREAT	<p>Student threats to teacher: Has the teacher been threatened physically by a student and, if so, has the teacher been threatened physically by a student in the past 12 months? Created as follows: If T0280 = 1 and T0281 = 1, THREAT = 2; If T0280 = 1 and T0281 = 2, THREAT = 1; If T0280 = 2, THREAT = 0. (2 = Threatened in the past 12 months; 1 = Threatened, but not in past 12 months; 0 = Never threatened)</p>
TITL1	<p>Around Oct. 1, did any students enrolled in this school receive Title I services at this school, or at any other location? If so, does the school operate a school-wide Title I program? Values created from S0288 and S0289: Titl1 = 0 if S0288 = 2(No); Titl1 = 1 if S0288 = 1(Yes) and S0289 = 2(No); Titl1 = 2 if S0288 = 1(Yes) and S0289 = 1(Yes).</p> <p>0= None of student in the school receive Title I services 1= Some of the students receive Title I services, but the school does not operate a school-wide program 2= The school operates a school-wide Title I program</p>
TOTEXPER	<p>Teacher's total number of years teaching full and part-time and in private and public schools. Calculated as follows: TOTEXPER=T0065 + T0066 + T0068 + T0069;</p>
TRDY	<p>Percentage of students who were tardy in teachers classes during the most recent full week of teaching. Departmentalized and self-contained teachers only. Calculated as follows: TRYD = ROUND ((100*T0278/ (sum(of T0208, T0215, T0217, T0219, T0221, T0223, T0225, T0227, T0229, T0231, T0233, T0235, T0237, T0239, T0241, T0243))),.01); If T0206 ne 1 and T0206 ne 3 then TRDY = .;</p>

<u>Variable</u>	<u>Description and Specifications</u>
TSUBJ	Subject flag recode: 1 = Special education; 2 = General elementary; 3 = Mathematics; 4 = Science; 5 = English/Language arts; 6 = Social studies; 7 = Vocational/Technical; 8 = Other
TSUBJ_01	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Accounting. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_01 = 2; Do i=1 to dim(course); if course(i) = 01 then tsubj_01=1 + tsubj_01; end; if tsubj_01 ge 3 then tsubj_01=1; else tsubj_01
TSUBJ_02	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Agriculture or Natural Resources. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_02 = 2; Do i=1 to dim(course); if course(i) = 02 then tsubj_02=1 + tsubj_02; end; if tsubj_02 ge 3 then tsubj_02=1; else tsubj_02 =2;
TSUBJ_03	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Business/Office. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_03 = 2; Do i=1 to dim(course); if course(i) = 03 then tsubj_03=1 + tsubj_03; end; if tsubj_03 ge 3 then tsubj_03=1; else tsubj_03
TSUBJ_04	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Career Education. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_04 = 2; Do i=1 to dim(course); if course(i) = 04 then tsubj_04=1 + tsubj_04; end; if tsubj_04 ge 3 then tsubj_04=1; else tsubj_04
TSUBJ_05	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Child Care. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_05 = 2; Do i=1 to dim(course); if course(i) = 05 then tsubj_05=1 + tsubj_05; end; if tsubj_05 ge 3 then tsubj_05=1; else tsubj_05 =2;
TSUBJ_06	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Communications Technology. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_06 = 2; Do i=1 to dim(course); if course(i) = 06 then tsubj_06=1 + tsubj_06; end; if tsubj_06 ge 3 then tsubj_06=1; else tsubj_06 =2;
TSUBJ_07	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Cosmetology. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_07 = 2; Do i=1 to dim(course); if course(i) = 07 then tsubj_07=1 + tsubj_07; end; if tsubj_07 ge 3 then tsubj_07=1; else tsubj_07 =2;
TSUBJ_08	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Food Services. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_08 = 2; Do i=1 to dim(course); if course(i) = 08 then tsubj_08=1 + tsubj_08; end; if tsubj_08 ge 3 then tsubj_08=1; else tsubj_08 =2;
TSUBJ_09	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Health Occupations. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_09 = 2; Do i=1 to dim(course); if course(i) = 09 then tsubj_09=1 + tsubj_09; end; if tsubj_09 ge 3 then tsubj_09=1; else tsubj_09

<u>Variable</u>	<u>Description and Specifications</u>
TSUBJ_10	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Keyboarding. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_10 = 2; Do i=1 to dim(course); if course(i) = 10 then tsubj_10=1 + tsubj_10; end; if tsubj_10 ge 3 then tsubj_10=1; else tsubj_10 =2;
TSUBJ_11	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Trades & industry. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_11 = 2; Do i=1 to dim(course); if course(i) = 11 then tsubj_11=1 + tsubj_11; end; if tsubj_11 ge 3 then tsubj_11=1; else tsubj_11
TSUBJ_12	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Vocational Family and Consumer Science. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_12 = 2; Do i=1 to dim(course); if course(i) = 12 then tsubj_12=1 + tsubj_12; end; if tsubj_12 ge 3 then tsubj_12=1; else tsubj_12 =2;
TSUBJ_13	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other Vocational/Technical Education. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_13 = 2; Do i=1 to dim(course); if course(i) = 13 then tsubj_13=1 + tsubj_13; end; if tsubj_13 ge 3 then tsubj_13=1; else tsubj_13 =2;
TSUBJ_14	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Literature. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_14 = 2; Do i=1 to dim(course); if course(i) = 14 then tsubj_14=1 + tsubj_14; end; if tsubj_14 ge 3 then tsubj_14=1; else tsubj_14 =2;
TSUBJ_15	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Composition/Journalism/Creative Writing. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_15 = 2; Do i=1 to dim(course); if course(i) = 15 then tsubj_15=1 + tsubj_15; end; if tsubj_15 ge 3 then tsubj_15=1; else tsubj_15 =2;
TSUBJ_16	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of English as a Second Language. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_16 = 2; Do i=1 to dim(course); if course(i) = 16 then tsubj_16=1 + tsubj_16; end; if tsubj_16 ge 3 then tsubj_16=1; else tsubj_16 =2;
TSUBJ_17	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Reading. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_17 = 2; Do i=1 to dim(course); if course(i) = 17 then tsubj_17=1 + tsubj_17; end; if tsubj_17 ge 3 then tsubj_17=1; else tsubj_17 =2;
TSUBJ_18	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other English/Language Arts. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_18 = 2; Do i=1 to dim(course); if course(i) = 18 then tsubj_18=1 + tsubj_18; end; if tsubj_18 ge 3 then tsubj_18=1; else tsubj_18 =2;
TSUBJ_19	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of French. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_19 = 2; Do i=1 to dim(course); if course(i) = 19 then tsubj_19=1 + tsubj_19; end; if tsubj_19 ge 3 then tsubj_19=1; else tsubj_19 =2;
TSUBJ_20	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of German. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_20 = 2; Do i=1 to dim(course); if course(i) = 20 then tsubj_20=1 + tsubj_20; end; if tsubj_20 ge 3 then tsubj_20=1; else tsubj_20 =2;

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TSUBJ_21	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Latin. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_21 = 2; Do i=1 to dim(course); if course(i) = 21 then tsubj_21=1 + tsubj_21; end; if tsubj_21 ge 3 then tsubj_21=1; else tsubj_21 =2;
TSUBJ_22	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Russian. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_22 = 2; Do i=1 to dim(course); if course(i) = 22 then tsubj_22=1 + tsubj_22; end; if tsubj_22 ge 3 then tsubj_22=1; else tsubj_22 =2;
TSUBJ_23	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Spanish. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_23 = 2; Do i=1 to dim(course); if course(i) = 23 then tsubj_23=1 + tsubj_23; end; if tsubj_23 ge 3 then tsubj_23=1; else tsubj_23 =2;
TSUBJ_24	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other foreign languages. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_24 = 2; Do i=1 to dim(course); if course(i) = 24 then tsubj_24=1 + tsubj_24; end; if tsubj_24 ge 3 then tsubj_24=1; else tsubj_24 =2;
TSUBJ_25	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Algebra, Elementary. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_25 = 2; Do i=1 to dim(course); if course(i) = 25 then tsubj_25=1 + tsubj_25; end; if tsubj_25 ge 3 then tsubj_25=1; else tsubj_25
TSUBJ_26	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Algebra, Intermediate. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_26 = 2; Do i=1 to dim(course); if course(i) = 26 then tsubj_26=1 + tsubj_26; end; if tsubj_26 ge 3 then tsubj_26=1; else tsubj_26
TSUBJ_27	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Algebra, Advanced. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_27 = 2; Do i=1 to dim(course); if course(i) = 27 then tsubj_27=1 + tsubj_27; end; if tsubj_27 ge 3 then tsubj_27=1; else tsubj_27
TSUBJ_28	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Analytic geometry. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_28 = 2; Do i=1 to dim(course); if course(i) = 28 then tsubj_28=1 + tsubj_28; end; if tsubj_28 ge 3 then tsubj_28=1; else tsubj_28
TSUBJ_29	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Basic and general math. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_29 = 2; Do i=1 to dim(course); if course(i) = 29 then tsubj_29=1 + tsubj_29; end; if tsubj_29 ge 3 then tsubj_29=1; else tsubj_29
TSUBJ_30	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Business and Applied Math. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_30 = 2; Do i=1 to dim(course); if course(i) = 30 then tsubj_30=1 + tsubj_30; end; if tsubj_30 ge 3 then tsubj_30=1; else tsubj_30 =2;
TSUBJ_31	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Calculus. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_31 = 2; Do i=1 to dim(course); if course(i) = 31 then tsubj_31=1 + tsubj_31; end; if tsubj_31 ge 3 then tsubj_31=1; else tsubj_31 =2;

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TSUBJ_32	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Geometry. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_32 = 2; Do i=1 to dim(course); if course(i) = 32 then tsubj_32=1 + tsubj_32; end; if tsubj_32 ge 3 then tsubj_32=1; else tsubj_32 =2;
TSUBJ_33	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Integrated Math. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_33 = 2; Do i=1 to dim(course); if course(i) = 33 then tsubj_33=1 + tsubj_33; end; if tsubj_33 ge 3 then tsubj_33=1; else tsubj_33
TSUBJ_34	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Pre-algebra. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_34 = 2; Do i=1 to dim(course); if course(i) = 34 then tsubj_34=1 + tsubj_34; end; if tsubj_34 ge 3 then tsubj_34=1; else tsubj_34
TSUBJ_35	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Pre-calculus. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_35 = 2; Do i=1 to dim(course); if course(i) = 35 then tsubj_35=1 + tsubj_35; end; if tsubj_35 ge 3 then tsubj_35=1; else tsubj_35
TSUBJ_36	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Statistics and Probability. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_36 = 2; Do i=1 to dim(course); if course(i) = 36 then tsubj_36=1 + tsubj_36; end; if tsubj_36 ge 3 then tsubj_36=1; else tsubj_36 =2;
TSUBJ_37	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Trigonometry. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_37 = 2; Do i=1 to dim(course); if course(i) = 37 then tsubj_37=1 + tsubj_37; end; if tsubj_37 ge 3 then tsubj_37=1; else tsubj_37 =2;
TSUBJ_38	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other mathematics courses. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_38 = 2; Do i=1 to dim(course); if course(i) = 38 then tsubj_38=1 + tsubj_38; end; if tsubj_38 ge 3 then tsubj_38=1; else tsubj_38 =2;
TSUBJ_39	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Computer Awareness/Applications. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_39 = 2; Do i=1 to dim(course); if course(i) = 39 then tsubj_39=1 + tsubj_39; end; if tsubj_39 ge 3 then tsubj_39=1; else tsubj_39 =2;
TSUBJ_40	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Computer Programming. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_40 = 2; Do i=1 to dim(course); if course(i) = 40 then tsubj_40=1 + tsubj_40; end; if tsubj_40 ge 3 then tsubj_40=1; else tsubj_40 =2;
TSUBJ_41	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other computer science. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_41 = 2; Do i=1 to dim(course); if course(i) = 41 then tsubj_41=1 + tsubj_41; end; if tsubj_41 ge 3 then tsubj_41=1; else tsubj_41 =2;
TSUBJ_42	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Biology/life sciences. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_42 = 2; Do i=1 to dim(course); if course(i) = 42 then tsubj_42=1 + tsubj_42; end; if tsubj_42 ge 3 then tsubj_42=1; else

<u>Variable</u>	<u>Description and Specifications</u>
TSUBJ_43	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Chemistry. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_43 = 2; Do i=1 to dim(course); if course(i) = 43 then tsubj_43=1 + tsubj_43; end; if tsubj_43 ge 3 then tsubj_43=1; else tsubj_43 =2;
TSUBJ_44	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Integrated Science. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_44 = 2; Do i=1 to dim(course); if course(i) = 44 then tsubj_44=1 + tsubj_44; end; if tsubj_44 ge 3 then tsubj_44=1; else tsubj_44
TSUBJ_45	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Geology, earth science or space science. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_45 = 2; Do i=1 to dim(course); if course(i) = 45 then tsubj_45=1 + tsubj_45; end; if tsubj_45 ge 3 then tsubj_45=1; else tsubj_45 =2;
TSUBJ_46	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Physics. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_46 = 2; Do i=1 to dim(course); if course(i) = 46 then tsubj_46=1 + tsubj_46; end; if tsubj_46 ge 3 then tsubj_46=1; else tsubj_46 =2;
TSUBJ_47	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other Physical Science. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_47 = 2; Do i=1 to dim(course); if course(i) = 47 then tsubj_47=1 + tsubj_47; end; if tsubj_47 ge 3 then tsubj_47=1; else tsubj_47 =2;
TSUBJ_48	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other natural sciences. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_48 = 2; Do i=1 to dim(course); if course(i) = 48 then tsubj_48=1 + tsubj_48; end; if tsubj_48 ge 3 then tsubj_48=1; else
TSUBJ_49	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Social Studies. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_49 = 2; Do i=1 to dim(course); if course(i) = 49 then tsubj_49=1 + tsubj_49; end; if tsubj_49 ge 3 then tsubj_49=1; else tsubj_49
TSUBJ_50	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Civics. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_50 = 2; Do i=1 to dim(course); if course(i) = 50 then tsubj_50=1 + tsubj_50; end; if tsubj_50 ge 3 then tsubj_50=1; else tsubj_50 =2;
TSUBJ_51	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Economics. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_51 = 2; Do i=1 to dim(course); if course(i) = 51 then tsubj_51=1 + tsubj_51; end; if tsubj_51 ge 3 then tsubj_51=1; else tsubj_51 =2;
TSUBJ_52	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Geography. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_52 = 2; Do i=1 to dim(course); if course(i) = 52 then tsubj_52=1 + tsubj_52; end; if tsubj_52 ge 3 then tsubj_52=1; else tsubj_52 =2;
TSUBJ_53	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of History. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_53 = 2; Do i=1 to dim(course); if course(i) = 53 then tsubj_53=1 + tsubj_53; end; if tsubj_53 ge 3 then tsubj_53=1; else tsubj_53 =2;

<u>Variable</u>	<u>Description and Specifications</u>
TSUBJ_54	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Political Science/Government. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_54 = 2; Do i=1 to dim(course); if course(i) = 54 then tsubj_54=1 + tsubj_54; end; if tsubj_54 ge 3 then tsubj_54=1; else tsubj_54 =2;
TSUBJ_55	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Psychology. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_55 = 2; Do i=1 to dim(course); if course(i) = 55 then tsubj_55=1 + tsubj_55; end; if tsubj_55 ge 3 then tsubj_55=1; else tsubj_55
TSUBJ_56	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Sociology/social organization. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_56 = 2; Do i=1 to dim(course); if course(i) = 56 then tsubj_56=1 + tsubj_56; end; if tsubj_56 ge 3 then tsubj_56=1; else tsubj_56 =2;
TSUBJ_57	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of World Civilization. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_57 = 2; Do i=1 to dim(course); if course(i) = 57 then tsubj_57=1 + tsubj_57; end; if tsubj_57 ge 3 then tsubj_57=1; else tsubj_57
TSUBJ_58	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other social sciences. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_58 = 2; Do i=1 to dim(course); if course(i) = 58 then tsubj_58=1 + tsubj_58; end; if tsubj_58 ge 3 then tsubj_58=1; else
TSUBJ_59	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Arts & Crafts. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_59 = 2; Do i=1 to dim(course); if course(i) = 59 then tsubj_59=1 + tsubj_59; end; if tsubj_59 ge 3 then tsubj_59=1; else tsubj_59
TSUBJ_60	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Filmmaking and Photography. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_60 = 2; Do i=1 to dim(course); if course(i) = 60 then tsubj_60=1 + tsubj_60; end; if tsubj_60 ge 3 then tsubj_60=1; else tsubj_60 =2;
TSUBJ_61	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Chorus. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_61 = 2; Do i=1 to dim(course); if course(i) = 61 then tsubj_61=1 + tsubj_61; end; if tsubj_61 ge 3 then tsubj_61=1; else tsubj_61 =2;
TSUBJ_62	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Band. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_62 = 2; Do i=1 to dim(course); if course(i) = 62 then tsubj_62=1 + tsubj_62; end; if tsubj_62 ge 3 then tsubj_62=1; else tsubj_62 =2;
TSUBJ_63	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Drama, Theatre, or Dance. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_63 = 2; Do i=1 to dim(course); if course(i) = 63 then tsubj_63=1 + tsubj_63; end; if tsubj_63 ge 3 then tsubj_63=1; else tsubj_63 =2;
TSUBJ_64	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Music. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_64 = 2; Do i=1 to dim(course); if course(i) = 64 then tsubj_64=1 + tsubj_64; end; if tsubj_64 ge 3 then tsubj_64=1; else tsubj_64 =2;

<u>Variable</u>	<u>Description and Specifications</u>
TSUBJ_65	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other visual or performing arts. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_65 = 2; Do i=1 to dim(course); if course(i) = 65 then tsubj_65=1 + tsubj_65; end; if tsubj_65 ge 3 then tsubj_65=1; else tsubj_65 =2;
TSUBJ_66	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Driver Education. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_66 = 2; Do i=1 to dim(course); if course(i) = 66 then tsubj_66=1 + tsubj_66; end; if tsubj_66 ge 3 then tsubj_66=1; else tsubj_66
TSUBJ_67	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Health education. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_67 = 2; Do i=1 to dim(course); if course(i) = 67 then tsubj_67=1 + tsubj_67; end; if tsubj_67 ge 3 then tsubj_67=1; else tsubj_67
TSUBJ_68	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Nonvocational family and consumer economics (home economics). Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_68 = 2; Do i=1 to dim(course); if course(i) = 68 then tsubj_68=1 + tsubj_68; end; if tsubj_68 ge 3 then tsubj_68=1; else tsubj_68 =2;
TSUBJ_69	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Philosophy. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_69 = 2; Do i=1 to dim(course); if course(i) = 69 then tsubj_69=1 + tsubj_69; end; if tsubj_69 ge 3 then tsubj_69=1; else tsubj_69
TSUBJ_70	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Physical Education. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_70 = 2; Do i=1 to dim(course); if course(i) = 70 then tsubj_70=1 + tsubj_70; end; if tsubj_70 ge 3 then tsubj_70=1; else tsubj_70
TSUBJ_71	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Religion. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_71 = 2; Do i=1 to dim(course); if course(i) = 71 then tsubj_71=1 + tsubj_71; end; if tsubj_71 ge 3 then tsubj_71=1; else tsubj_71 =2;
TSUBJ_72	Departmentalized (T0206=1) or elementary enrichment teacher (T0206=2) who taught at least 1 class of Other courses not elsewhere classified. Created as follows: Array course (*) T0214 T0216 T0218 T0220 T0222 T0224 T0226 T0228 T0230 T0232 T0234 T0236 T0238 T0240 T0242; tsubj_72 = 2; Do i=1 to dim(course); if course(i) = 72 then tsubj_72=1 + tsubj_72; end; if tsubj_72 ge 3 then tsubj_72=1; else tsubj_72 =2;
TUITIN	Highest tuition charged by school. S0970 from private school file

<u>Variable</u>	<u>Description and Specifications</u>
TYPOLOGY	<p>Private school typology. 1=Catholic, parochial; 2=Catholic, diocesan; 3=Catholic, private; 4=Other religious, conservative Christian; 5=Other religious, affiliated with an established religious group or denomination; 6=Other religious, not affiliated with any established religious group or denomination; 7=Nonsectarian, regular school; 8=Nonsectarian, special program; 9=Nonsectarian, special education.</p> <p>Values were created as follows: if s0910=1 then typology=1; else if s0910=2 then typology=2; else if s0910=3 then typology=3; else if s0907=1 or s0908=1 then do; if s0912=1 or s0913=1 or s0914=1 or s0926=1 then do; typology=4; goto last; end; if s0915=1 or s0916=1 or s0917=1 or s0918=1 or s0919=1 or s0920=1 or s0922=1 or s0924=1 or s0925=1 or s0927=1 or s0928=1 or s0929=1 then do; typology=5; goto last; end; typology=6; end; else if s0110=1 then typology=7; else if s0110 in (2, 5, 6) then typology=8; else if s0110=4 then typology=9;</p>
UNITID	NCES UNITID identification number for the school at which the teacher earned a bachelor's degree.
URBANIC	<p>This is a 3-level collapse of the slochphys (physical location of school) variable. if slochphys in (1, 2) then urbanic=1; if slochphys in (3, 4, 5, 8) then urbanic=2; if slochphys in (6, 7) then urbanic=3; 1= Large or mid-size central city; 2= Urban fringe of large or mid-size city; 3= Small town/rural.</p>
URBANID	<p>This is a 3-level collapse of the dlocphys variable. if dlocphys in (1, 2) then urbanic=1; if dlocphys in (3, 4, 5, 8) then urbanic=2; if dlocphys in (6, 7) then urbanic=3; [dlocphys values=1 Large central city; 2 Mid-size central city; 3 Urban fringe of large city; 4 Urban fringe of mid-size city; 5 Large town; 6 Small town; 7 Rural, outside MSA; 8 Rural, in MSA;</p>
VIOLPRG	<p>Does this school currently have a violence prevention program and a formal procedure for assessment of the program's effectiveness? Created from S0203 and S0204: if s0203 = 2 then violog = 0; if S0203 = 1 and S0204 = 2 then violprg = 1; if S0203 = 1 and S0204 = 1 then violprg = 2; 0 = School does not have a violence prevention program 1 = School has a violence prevention program but no formal procedure for assessing its effectiveness 2 = School has a violence prevention program and a formal procedure for assessing its effectiveness</p>
YRTCHSC	Number of continuous years the teacher has taught at the school. Calculated as follows: YRTCHSC=99 - T0064;

Appendix J. Crosswalk of Codes for Teachers' Major Field of Study

(for undergraduate and advanced degrees)
among the 1987–88, 1990–91, 1993–94, and 1999–2000 SASS

Field of study	1987–88	1990–91 & 1993–94	1999–2000
EDUCATION FIELDS			
General education			
Early childhood education or pre-elementary education	52	01	01
Prekindergarten	— ¹	— ¹	02
Kindergarten	—	—	03
Elementary education	51	03	04
Secondary education	53	04	05
Education—subject areas			
Agricultural education	54	07	06
Art education	55	11	07
Bilingual education	56	13	08
Business education ²	57	15	09
Cross-cultural education	—	89	10
English as a second language education	58	23	11
English/language arts education ³	59	22	12
Family and consumer science education ⁴	61	29	13
Foreign languages education	60	24	14
Health education ⁵	65	40	15
Indian education (Native American)	—	88	16
Mathematics education	63	34	17
Music education	64	38	18
Physical education ⁶	65	40	19
Reading education	66	43	20
Religious education	—	45	21
Science education	67	46	22
Social studies/social science education	68	48	23
Trades and industry/industrial arts education ⁷	62	30	24

¹ “—” is used to indicate that this field was not specified in that year’s list of fields.

² In 1987–88, 1990–91, and 1993–94 this field was labeled “Business, commerce, and distributive education.”

³ In 1987–88, 1990–91, and 1993–94 this field was labeled “English education.”

⁴ In 1987–88, 1990–91, and 1993–94 this field was labeled “Home economics education.”

⁵ In 1987–88, 1990–91, and 1993–94 this field was combined with “Physical education.”

⁶ In 1987–88, 1990–91, and 1993–94 this field was combined with “Health education.”

⁷ In 1987–88 this field was labeled “Industrial arts, vocational and technical education,” and in 1990–91 and 1993–94 this field was labeled “Industrial arts, vocational and technical, trade and industry education.”

Field of study	1987–88	1990–91 & 1993–94	1999–2000
Special education			
Special education, general	70	67	25
Autism	—	—	26
Deaf and hard-of-hearing ⁸	73	71	27
Developmentally delayed	—	—	28
Early childhood special education	—	—	29
Emotionally disturbed or behavior disorders ⁹	71	68	30
Learning disabilities ¹⁰	74	76	31
Mentally retarded	72	69	32
Mildly or moderately disabled ¹¹	—	74	33
Orthopedically impaired	—	73	34
Severely or profoundly disabled ¹²	—	75	35
Speech or language impaired ¹³	73	70	36
Traumatically brain injured	—	—	37
Visually impaired ¹⁴	73	72	38
Other special education	75	77	39
Other education			
Counseling and guidance ¹⁵	83	81	40
Curriculum and instruction	80	78	41
Educational administration	81	79	42
Educational psychology	82	80	43
Other education	84	82	44
GENERAL FIELDS			
Arts			
Art, fine and applied	19	10	45
Drama or theater	—	19	46
Music	—	37	47
Other visual/performing arts	—	—	48
English			
English literature or composition ¹⁶	24	21	49
Communications or journalism ¹⁷	16	16	50

⁸ In 1987–88 this field was combined with training in the education of the speech and visually handicapped.

⁹ In 1987–88, this field was labeled “Education of the emotionally disturbed,” and in 1990–91 and 1993–94 this field was labeled “Emotionally disturbed.”

¹⁰ In 1987–88 this field was labeled “Special learning disabilities,” and in 1990–91 and 1993–94 this field was labeled “Specific learning disabilities.”

¹¹ In 1990–91 and 1993–94 this field was labeled “Mildly handicapped.”

¹² In 1990–91 and 1993–94 this field was labeled “Severely handicapped.”

¹³ In 1987–88 this field was combined with training in the education of the hearing and visually impaired.

¹⁴ In 1987–88 this field was combined with training in the education of the speech and hearing impaired. In 1990–91 and 1993–94 this field was labeled “Visually handicapped.”

¹⁵ In 1987–88 this field was labeled “Student personnel and counseling.”

¹⁶ In 1987–88 this field was labeled “Letters (English, literature, speech, classics),” and in 1990–91 and 1993–94 this field was labeled “English (literature, letters, speech, classics).”

¹⁷ In 1987–88 this field was labeled “Communications” only.

Field of study	1987–88	1990–91 & 1993–94	1999–2000
Foreign languages¹⁸			
French	20	51	51
German	20	52	52
Latin	20	53	53
Russian	20	54	54
Spanish	20	55	55
Other languages	20	56	56
Mathematics			
Mathematics	26	33	57
Statistics	—	—	58
Natural sciences			
Biology/life science	14	57	59
Chemistry	33	58	60
Geology/earth science	35	59	61
Physics	34	60	62
Other natural sciences ¹⁹	36	61	63
Other areas			
Agriculture and natural resources	11	06	64
American Indian/Native American studies	—	86	65
Architecture, environmental design	12	08	66
Business and management	15	14	67
Computer science ²⁰	17	17	68
Engineering	18	20	69
Family and consumer science (home economics) ²¹	22	28	70
General studies	—	25	71
Health professions and occupations ²²	21	27	72
Humanities	—	85	73
Law	23	31	74
Library and information science ²³	25	32	75
Military science	27	35	76
Multi- or interdisciplinary studies	28	36	77
Philosophy ²⁴	29	39	78
Public administration or service ²⁵	31	42	79
Religion or theology ²⁶	32	44	80
Other area or ethnic studies ²⁷	13	87	81

¹⁸ In 1987–88 all foreign languages were combined in one field labeled “Foreign languages.”

¹⁹ In 1987–88 this field was labeled “Other physical sciences.”

²⁰ In 1987–88, 1990–91, and 1993–94 this field was labeled “Computer and information sciences.”

²¹ In 1987–88, 1990–91, and 1993–94 this field was labeled “Home economics.”

²² In 1987–88 this field was labeled “Health professions” only.

²³ In 1987–88, 1990–91, and 1993–94 this field was labeled “Library science” only.

²⁴ In 1987–88 this field was labeled “Philosophy and religion.”

²⁵ In 1987–88, 1990–91, and 1993–94 this field was labeled “Public affairs and services.”

²⁶ In 1987–88 this field was labeled “Theology.”

²⁷ In 1987–88 this field was labeled “Area and ethnic studies”; i.e., it included Native American studies as well as other area and ethnic studies.

Field of study	1987–88	1990–91 & 1993–94	1999–2000
Social sciences			
Economics	37	62	82
History	38	63	83
Political science and government	39	64	84
Psychology	30	41	85
Sociology	40	65	86
Other social sciences	41	66	87
All other areas	42	84	88

Appendix K. Industry and Occupation Codes

The 1990 Census of Population industry and occupation codes were used to categorize teachers' responses to questions like Public School Teacher Questionnaire items 4c, "What kind of work were you doing?" and 4d, "What were your most important activities or duties at that job?" These are the same codes that were used in the 1993–94 SASS.

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

1990 CENSUS OF POPULATION INDUSTRIAL CLASSIFICATION SYSTEM

[The numbers in parentheses refer to the 1987 Standard Industrial Classification (SIC) codes.]

1990
Census
Code

AGRICULTURE, FORESTRY, AND FISHERIES

- 010 Agricultural production—crops (01)
- 011 Agricultural production—livestock (02)
- 012 Veterinary services (074)
- 020 Landscape and horticultural services (078)
- 030 Agricultural services—not elsewhere classified (071, 072, 075, 076)
- 031 Forestry (08)
- 032 Fishing, hunting, and trapping (09)

MINING

- 040 Metal mining (10)
- 041 Coal mining (12)
- 042 Oil and gas extraction (13)
- 050 Nonmetallic mining and quarrying, except fuel (14)

CONSTRUCTION

- 060 Construction (15, 16, 17)

MANUFACTURING—NONDURABLE GOODS

Food and Kindred Products

- 100 Meat products (201)
 - 101 Dairy products (202)
 - 102 Canned, frozen, and preserved fruits and vegetables (203)
 - 110 Grain mill products (204)
 - 111 Bakery products (205)
 - 112 Sugar and confectionery products (206)
-

- 120 Beverage industries (208)
- 121 Miscellaneous food preparations and kindred products (207, 209)
- 122 Unspecified food industries
- 130 Tobacco manufactures (21)

Textile Mill Products

- 132 Knitting mills (225)
- 140 Dyeing and finishing textiles, except wool and knit goods (226)
- 141 Carpets and rugs (227)
- 142 Yarn, thread, and fabric mills (221–224, 228)
- 150 Miscellaneous textile mill products (229)

Apparel and Other Finished Textile Products

- 151 Apparel and accessories, except knit (231–238)
- 152 Miscellaneous fabricated textile products (239)

Paper and Allied Products

- 160 Pulp, paper, and paperboard mills (261–263)
- 161 Miscellaneous paper and pulp products (267)
- 162 Paperboard containers and boxes (265)

Printing, Publishing, and Allied Industries

- 171 Newspaper publishing and printing (271)
- 172 Printing, publishing, and allied industries, except newspapers (272–279)

Chemicals and Allied Products

- 180 Plastics, synthetics, and resins (282)
- 181 Drugs (283)
- 182 Soaps and cosmetics (284)
- 190 Paints, varnishes, and related products (285)
- 191 Agricultural chemicals (287)
- 192 Industrial and miscellaneous chemicals (281, 286, 289)

Petroleum and Coal Products

- 200 Petroleum refining (291)
- 201 Miscellaneous petroleum and coal products (295, 299)

Rubber and Miscellaneous Plastics Products

- 210 Tires and inner tubes (301)
- 211 Other rubber products, and plastics footwear and belting (302–306)
- 212 Miscellaneous plastics products (308)

Leather and Leather Products

- 220 Leather tanning and finishing (311)
 - 221 Footwear, except rubber and plastic (313, 314)
 - 222 Leather products, except footwear (315–317, 319)
-

MANUFACTURING—DURABLE GOODS**Lumber and Wood Products, except furniture**

- 230 Logging (241)
- 231 Sawmills, planing mills, and millwork (242, 243)
- 232 Wood buildings and mobile homes (245)
- 241 Miscellaneous wood products (244, 249)

Furniture

- 242 Furniture and fixtures (25)

Stone, Clay, Glass, and Concrete Products

- 250 Glass and glass products (321–323)
- 251 Cement, concrete, gypsum, and plaster products (324, 327)
- 252 Structural clay products (325)
- 261 Pottery and related products (326)
- 262 Miscellaneous nonmetallic mineral and stone products (328, 329)

Metal Industries

- 270 Blast furnaces, steelworks, rolling and finishing mills (331)
- 271 Iron and steel foundries (332)
- 272 Primary aluminum industries (3334, part 334, 3353–3355, 3363, 3365)
- 280 Other primary metal industries (3331, 3339, part 334, 3351, 3356, 3357, 3364, 3366, 3369, 339)
- 281 Cutlery, hand tools, and general hardware (342)
- 282 Fabricated structural metal products (344)
- 290 Screw machine products (345)
- 291 Metal forgings and stampings (346)
- 292 Ordnance (348)
- 300 Miscellaneous fabricated metal products (341, 343, 347, 349)
- 301 Unspecified metal industries

Machinery and Computing Equipment

- 310 Engines and turbines (351)
- 311 Farm machinery and equipment (352)
- 312 Construction and material handling machines (353)
- 320 Metalworking machinery (354)
- 321 Office and accounting machines (3578, 3579)
- 322 Computers and related equipment (3571–3577)
- 331 Machinery, except electrical—not elsewhere classified (355, 356, 358, 359)
- 332 Unspecified machinery

Electrical Machinery, Equipment, and Supplies

- 340 Household appliances (363)
 - 341 Radio, television, and communication equipment (365, 366)
 - 342 Electrical machinery, equipment, and supplies—not elsewhere classified (361, 362, 364, 367, 369)
 - 350 Unspecified electrical machinery, equipment, and supplies
-

Transportation Equipment

- 351 Motor vehicles and motor vehicle equipment (371)
- 352 Aircraft and parts (372)
- 360 Ship and boat building and repairing (373)
- 361 Railroad locomotives and equipment (374)
- 362 Guided missiles, space vehicles, and parts (376)
- 370 Cycles and miscellaneous transportation equipment (375, 379)

Professional and Photographic Equipment, and Watches

- 371 Scientific and controlling instruments (381, 382 except 3827)
- 372 Medical, dental, and optical instruments and supplies (3827, 384, 385)
- 380 Photographic equipment and supplies (386)
- 381 Watches, clocks, and clockwork operated devices (387)

Toys, Amusements, and Sporting Goods

- 390 Toys, amusement, and sporting goods (394)

MISCELLANEOUS MANUFACTURING INDUSTRIES

- 391 Miscellaneous manufacturing industries (39 except 394)
- 392 Unspecified manufacturing industries

TRANSPORTATION, COMMUNICATIONS, AND OTHER PUBLIC UTILITIES

Transportation

- 400 Railroads (40)
- 401 Bus service and urban transit (41, except 412)
- 402 Taxicab service (412)
- 410 Trucking service (421, 423)
- 411 Warehousing and storage (422)
- 412 U.S. Postal Service (43)
- 420 Water transportation (44)
- 421 Air transportation (45)
- 422 Pipe lines, except natural gas (46)
- 432 Services incidental to transportation (47)

Communications

- 440 Radio and television broadcasting and cable (483, 484)
- 441 Telephone communications (481)
- 442 Telegraph and miscellaneous communications services (482, 489)

Utilities and Sanitary Services

- 450 Electric light and power (491)
 - 451 Gas and steam supply systems (492, 496)
 - 452 Electric and gas, and other combinations (493)
 - 470 Water supply and irrigation (494, 497)
 - 471 Sanitary services (495)
 - 472 Unspecified utilities
-

WHOLESALE TRADE**Durable Goods**

- 500 Motor vehicles and equipment (501)
- 501 Furniture and home furnishings (502)
- 502 Lumber and construction materials (503)
- 510 Professional and commercial equipment and supplies (504)
- 511 Metals and minerals, except petroleum (505)
- 512 Electrical goods (506)
- 521 Hardware, plumbing and heating supplies (507)
- 530 Machinery, equipment, and supplies (508)
- 531 Scrap and waste materials (5093)
- 532 Miscellaneous wholesale—durable goods (509 except 5093)

Nondurable Goods

- 540 Paper and paper products (511)
- 541 Drugs, chemicals and allied products (512, 516)
- 542 Apparel, fabrics, and notions (513)
- 550 Groceries and related products (514)
- 551 Farm-product raw materials (515)
- 552 Petroleum products (517)
- 560 Alcoholic beverages (518)
- 561 Farm supplies (5191)
- 562 Miscellaneous wholesale—nondurable goods (5192–5199)
- 571 Unspecified wholesale trade

RETAIL TRADE

- 580 Lumber and building material retailing (521, 523)
- 581 Hardware stores (525)
- 582 Retail nurseries and garden stores (526)
- 590 Mobile home dealers (527)
- 591 Department stores (531)
- 592 Variety stores (533)
- 600 Miscellaneous general merchandise stores (539)
- 601 Grocery stores (541)
- 602 Dairy products stores (545)
- 610 Retail bakeries (546)
- 611 Food stores—not elsewhere classified (542, 543, 544, 549)
- 612 Motor vehicle dealers (551, 552)
- 620 Auto and home supply stores (553)
- 621 Gasoline service stations (554)
- 622 Miscellaneous vehicle dealers (555, 556, 557, 559)
- 623 Apparel and accessory stores, except shoe (56, except 566)
- 630 Shoe stores (566)
- 631 Furniture and home furnishings stores (571)
- 632 Household appliance stores (572)
- 633 Radio, television, and computer stores (5731, 5734)
- 640 Music stores (5735, 5736)
- 641 Eating and drinking places (58)
- 642 Drug stores (591)

- 650 Liquor stores (592)
- 651 Sporting goods, bicycles, and hobby stores (5941, 5945, 5946)
- 652 Book and stationery stores (5942, 5943)
- 660 Jewelry stores (5944)
- 661 Gift, novelty, and souvenir shops (5947)
- 662 Sewing, needlework, and piece goods stores (5949)
- 663 Catalog and mail order houses (5961)
- 670 Vending machine operators (5962)
- 671 Direct selling establishments (5963)
- 672 Fuel dealers (598)
- 681 Retail florists (5992)
- 682 Miscellaneous retail stores (593, 5948, 5993–5995, 5999)
- 691 Unspecified retail trade

FINANCE, INSURANCE, AND REAL ESTATE

- 700 Banking (60 except 603 and 606)
- 701 Savings institutions, including credit unions (603, 606)
- 702 Credit agencies—not elsewhere classified (61)
- 710 Security, commodity brokerage, and investment companies (62, 67)
- 711 Insurance (63, 64)
- 712 Real estate, including real estate-insurance offices (65)

BUSINESS AND REPAIR SERVICES

- 721 Advertising (731)
- 722 Services to dwellings and other buildings (734)
- 731 Personnel supply services (736)
- 732 Computer and data processing services (737)
- 740 Detective and protective services (7381, 7382)
- 741 Business services—not elsewhere classified (732, 733, 735, 7383–7389)
- 742 Automotive rental and leasing, without drivers (751)
- 750 Automobile parking and carwashes (752, 7542)
- 751 Automotive repair and related services (753, 7549)
- 752 Electrical repair shops (762, 7694)
- 760 Miscellaneous repair services (763, 764, 7692, 7699)

PERSONAL SERVICES

- 761 Private households (88)
 - 762 Hotels and motels (701)
 - 770 Lodging places, except hotels and motels (702, 703, 704)
 - 771 Laundry, cleaning, and garment services (721 except part 7219)
 - 772 Beauty shops (723)
 - 780 Barber shops (724)
 - 781 Funeral service and crematories (726)
 - 782 Shoe repair shops (725)
 - 790 Dressmaking shops (part 7219)
 - 791 Miscellaneous personal services (722, 729)
-

ENTERTAINMENT AND RECREATION SERVICES

- 800 Theaters and motion pictures (781–783, 792)
- 801 Video tape rental (784)
- 802 Bowling centers (793)
- 810 Miscellaneous entertainment and recreation services (791, 794, 799)

PROFESSIONAL AND RELATED SERVICES

- 812 Offices and clinics of physicians (801, 803)
- 820 Offices and clinics of dentist (802)
- 821 Offices and clinics of chiropractors (8041)
- 822 Offices and clinics of optometrists (8042)
- 830 Offices and clinics of health practitioners—not elsewhere classified (8043, 8049)
- 831 Hospitals (806)
- 832 Nursing and personal care facilities (805)
- 840 Health services—not elsewhere classified (807, 808, 809)
- 841 Legal services (81)
- 842 Elementary and secondary schools (821)
- 850 Colleges and universities (822)
- 851 Vocational schools (824)
- 852 Libraries (823)
- 860 Educational services—not elsewhere classified (829)
- 861 Job training and vocational rehabilitation services (833)
- 862 Child day care services (part 835)
- 863 Family child care homes (part 835)
- 870 Residential care facilities, without nursing (836)
- 871 Social services—not elsewhere classified (832, 839)
- 872 Museums, art galleries, and zoos (84)
- 873 Labor unions (863)
- 880 Religious organizations (866)
- 881 Membership organizations—not elsewhere classified (861, 862, 864, 865, 869)
- 882 Engineering, architectural, and surveying services (871)
- 890 Accounting, auditing, and bookkeeping services (872)
- 891 Research, development, and testing services (873)
- 892 Management and public relations services (874)
- 893 Miscellaneous professional and related services (899)

PUBLIC ADMINISTRATION

- 900 Executive and legislative offices (911–913)
 - 901 General government—not elsewhere classified (919)
 - 910 Justice, public order, and safety (92)
 - 921 Public finance, taxation, and monetary policy (93)
 - 922 Administration of human resources programs (94)
 - 930 Administration of environmental quality and housing programs (95)
 - 931 Administration of economic programs (96)
 - 932 National security and international affairs (97)
-

ACTIVE DUTY MILITARY

- 940 Army
- 941 Air Force
- 942 Navy
- 950 Marines
- 951 Coast Guard
- 952 Armed Forces—branch not specified
- 960 Military Reserves or National Guard

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

1990 CENSUS OF POPULATION
OCCUPATIONAL CLASSIFICATION SYSTEM

[The numbers in parentheses refer to the 1980 Standard Occupational Classification (SOC) codes.]

1990
Census
Code

EXECUTIVE, ADMINISTRATIVE, AND MANAGERIAL OCCUPATIONS

003	Legislators (111)
004	Chief executives and general administrators, public administration (112)
005	Administrators and officials—public administration (1132–1139)
006	Administrators—protective services (1131)
007	Financial managers (122)
008	Personnel and labor relations managers (123)
009	Purchasing managers (124)
013	Managers—marketing, advertising, and public relations (125)
014	Administrators—education and related fields (128)
015	Managers—medicine and health (131)
016	Postmasters and mail superintendents (1344)
017	Managers—food serving and lodging establishments (1351)
018	Managers—properties and real estate (1353)
019	Funeral directors (part 1359)
021	Managers—service organizations not elsewhere classified (127, 1352, 1354, part 1359)
022	Managers and administrators—not elsewhere classified (121, 126, 132–1343, 136–139)

Management-related Occupations

023	Accountants and auditors (1412)
024	Underwriters (1414)
025	Other financial officers (1415, 1419)
026	Management analysts (142)
027	Personnel, training, and labor relations specialists (143)
028	Purchasing agents and buyers—farm products (1443)
029	Buyers—wholesale and retail trade, except farm products (1442)
033	Purchasing agents and buyers—not elsewhere classified (1449)
034	Business and promotion agents (145)
035	Construction inspectors (1472)
036	Inspectors and compliance officers, except construction (1473)
037	Management-related occupations—not elsewhere classified (149)

PROFESSIONAL SPECIALTY OCCUPATIONS**Engineers, Architects, and Surveyors**

- 043 Architects (161)

- Engineers*
- 044 Aerospace engineers (1622)
- 045 Metallurgical and materials engineers (1623)
- 046 Mining engineers (1624)
- 047 Petroleum engineers (1625)
- 048 Chemical engineers (1626)
- 049 Nuclear engineers (1627)
- 053 Civil engineers (1628)
- 054 Agricultural engineers (1632)
- 055 Electrical and electronic engineers (1633, 1636)
- 056 Industrial engineers (1634)
- 057 Mechanical engineers (1635)
- 058 Marine engineers and naval architects (1637)
- 059 Engineers—not elsewhere classified (1639)
- 063 Surveyors and mapping scientists (164)

Mathematical and Computer Scientists

- 064 Computer systems analysts and scientists (171)
- 065 Operations and systems researchers and analysts (172)
- 066 Actuaries (1732)
- 067 Statisticians (1733)
- 068 Mathematical scientists—not elsewhere classified (1739)

Natural Scientists

- 069 Physicists and astronomers (1842, 1843)
- 073 Chemists, except biochemists (1845)
- 074 Atmospheric and space scientists (1846)
- 075 Geologists and geodesists (1847)
- 076 Physical scientists—not elsewhere classified (1849)
- 077 Agricultural and food scientists (1853)
- 078 Biological and life scientists (1854)
- 079 Forestry and conservation scientists (1852)
- 083 Medical scientists (1855)

Health Diagnosing Occupations

- 084 Physicians (261)
- 085 Dentists (262)
- 086 Veterinarians (27)
- 087 Optometrists (281)
- 088 Podiatrists (283)
- 089 Health diagnosing practitioners—not elsewhere classified (289)

Health Assessment and Treating Occupations

- 095 Registered nurses (29)
 - 096 Pharmacists (301)
 - 097 Dietitians (302)
-

Therapists

- 098 Respiratory therapists (3031)
- 099 Occupational therapists (3032)
- 103 Physical therapists (3033)
- 104 Speech therapists (3034)
- 105 Therapists—not elsewhere classified (3039)
- 106 Physicians' assistants (304)

Teachers—Postsecondary

- 113 Earth, environmental, and marine science teachers (2212)
- 114 Biological science teachers (2213)
- 115 Chemistry teachers (2214)
- 116 Physics teachers (2215)
- 117 Natural science teachers—not elsewhere classified (2216)
- 118 Psychology teachers (2217)
- 119 Economics teachers (2218)
- 123 History teachers (2222)
- 124 Political science teachers (2223)
- 125 Sociology teachers (2224)
- 126 Social science teachers—not elsewhere classified (2225)
- 127 Engineering teachers (2226)
- 128 Mathematical science teachers (2227)
- 129 Computer science teachers (2228)
- 133 Medical science teachers (2231)
- 134 Health specialties teachers (2232)
- 135 Business, commerce, and marketing teachers (2233)
- 136 Agriculture and forestry teachers (2234)
- 137 Art, drama, and music teachers (2235)
- 138 Physical education teachers (2236)
- 139 Education teachers (2237)
- 143 English teachers (2238)
- 144 Foreign language teachers (2242)
- 145 Law teachers (2243)
- 146 Social work teachers (2244)
- 147 Theology teachers (2245)
- 148 Trade and industrial teachers (2246)
- 149 Home economics teachers (2247)
- 153 Postsecondary teachers—not elsewhere classified (2249)
- 154 Postsecondary teachers—subject not specified

Teachers, Except Postsecondary

- 155 Teachers—prekindergarten and kindergarten, except special education (231)
- 156 Teachers—elementary school, except prekindergarten, kindergarten, and special education (232)
- 157 Teachers—secondary school, except special education (233)
- 158 Teachers—special education (235)
- 159 Teachers—not elsewhere classified (236, 239)

Counselors—Educational and Vocational

- 163 Counselors—educational and vocational (24)

Librarians, Archivists, and Curators

- 164 Librarians (251)
- 165 Archivists and curators (252)

Social Scientists and Urban Planners

- 166 Economists (1912)
- 167 Psychologists (1915)
- 168 Sociologists (1916)
- 169 Social scientists—not elsewhere classified (1913, 1914, 1919)
- 173 Urban planners (192)

Social, Recreation, and Religious Workers

- 174 Social workers (2032)
- 175 Recreation workers (2033)
- 176 Clergy (2042)
- 177 Religious workers—not elsewhere classified (2049)

Lawyers and Judges

- 178 Lawyers (211)
- 179 Judges (212)

Writers, Artists, Entertainers, and Athletes

- 183 Authors (321)
- 184 Technical writers (398)
- 185 Designers (322)
- 186 Musicians and composers (323)
- 187 Actors and directors (324)
- 188 Painters, sculptors, craft-artists, and artist printmakers (325)
- 189 Photographers (326)
- 193 Dancers (327)
- 194 Artists, performers, and related workers—not elsewhere classified (328, 329)
- 195 Editors and reporters (331)
- 197 Public relations specialists (332)
- 198 Announcers (333)
- 199 Athletes (34)

TECHNICAL, SALES, AND ADMINISTRATIVE SUPPORT OCCUPATIONS

Health Technologists and Technicians

- 203 Clinical laboratory technologists and technicians (362)
- 204 Dental hygienists (363)
- 205 Health record technologists and technicians (364)
- 206 Radiologic technicians (365)
- 207 Licensed practical nurses (366)
- 208 Health technologists and technicians—not elsewhere classified (369)

Technologists and Technicians, Except Health

- Engineering and related technologists and technicians*
 - 213 Electrical and electronic technicians (3711)
 - 214 Industrial engineering technicians (3712)
 - 215 Mechanical engineering technicians (3713)
-

- 216 Engineering technicians—not elsewhere classified (3719)
 217 Drafting occupations (372)
 218 Surveying and mapping technicians (373)

Science technicians

- 223 Biological technicians (382)
 224 Chemical technicians (3831)
 225 Science technicians—not elsewhere classified (3832, 3833, 384, 389)

Technicians, except health, engineering, and science

- 226 Airplane pilots and navigators (825)
 227 Air traffic controllers (392)
 228 Broadcast equipment operators (393)
 229 Computer programmers (3971, 3972)
 233 Tool programmers, numerical control (3974)
 234 Legal assistants (396)
 235 Technicians—not elsewhere classified (399)

Sales Occupations

- 243 Supervisors and proprietors—sales occupations (40)

Sales representatives—finance and business services

- 253 Insurance sales occupations (4122)
 254 Real estate sales occupations (4123)
 255 Securities and financial services sales occupations (4124)
 256 Advertising and related sales occupations (4153)
 257 Sales occupations—other business services (4152)

Sales representatives—commodities, except retail

- 258 Sales engineers (421)
 259 Sales representatives—mining, manufacturing, and wholesale (423, 424)

Sales workers—retail and personal services

- 263 Sales workers—motor vehicles and boats (4342, 4344)
 264 Sales workers—apparel (4346)
 265 Sales workers—shoes (4351)
 266 Sales workers—furniture and home furnishings (4348)
 267 Sales workers—radio, television, hi-fi, and appliances (4343, 4352)
 268 Sales workers—hardware and building supplies (4353)
 269 Sales workers—parts (4367)
 274 Sales workers—other commodities (4345, 4347, 4354, 4356, 4359, 4362, 4369)
 275 Sales counter clerks (4363)
 276 Cashiers (4364)
 277 Street and door-to-door sales workers (4366)
 278 News vendors (4365)

Sale-related occupations

- 283 Demonstrators, promoters and models—sales (445)
 284 Auctioneers (447)
 285 Sales support occupations—not elsewhere classified (444, 446, 449)

Administrative Support Occupations, Including Clerical*Supervisors—administrative support occupations*

- 303 Supervisors—general office (4511, 4513, 4514, 4516, 4519, 4529)
- 304 Supervisors—computer equipment operators (4512)
- 305 Supervisors, financial records processing (4521)
- 306 Chief communications operators (4523)
- 307 Supervisors—distribution, scheduling, and adjusting clerks (4522, 4524–4528)

Computer equipment operators

- 308 Computer operators (4612)
- 309 Peripheral equipment operators (4613)

Secretaries, stenographers, and typists

- 313 Secretaries (4622)
- 314 Stenographers (4623)
- 315 Typists (4624)

Information clerks

- 316 Interviewers (4642)
- 317 Hotel clerks (4643)
- 318 Transportation ticket and reservation agents (4644)
- 319 Receptionists (4645)
- 323 Information clerks—not elsewhere classified (4649)

Records-processing occupations, except financial

- 325 Classified-ad clerks (4662)
- 326 Correspondence clerks (4663)
- 327 Order clerks (4664)
- 328 Personnel clerks, except payroll and timekeeping (4692)
- 329 Library clerks (4694)
- 335 File clerks (4696)
- 336 Records clerks (4699)

Financial records processing occupations

- 337 Bookkeepers, accounting, and auditing clerks (4712)
- 338 Payroll and timekeeping clerks (4713)
- 339 Billing clerks (4715)
- 343 Cost and rate clerks (4716)
- 344 Billing, posting, and calculating machine operators (4718)

Duplicating, mail and other office machine operators

- 345 Duplicating machine operators (4722)
- 346 Mail preparing and paper handling machine operators (4723)
- 347 Office machine operators—not elsewhere classified (4729)

Communications equipment operators

- 348 Telephone operators (4732)
 - 353 Communications equipment operators—not elsewhere classified (4733, 4739)
-

Mail and message distributing occupations

- 354 Postal clerks, except mail carriers (4742)
- 355 Mail carriers—postal service (4743)
- 356 Mail clerks, except postal service (4744)
- 357 Messengers (4745)

Material recording, scheduling, and distributing clerks

- 359 Dispatchers (4751)
- 363 Production coordinators (4752)
- 364 Traffic, shipping, and receiving clerks (4753)
- 365 Stock and inventory clerks (4754)
- 366 Meter readers (4755)
- 368 Weighers, measurers, checkers, and samplers (4756, 4757)
- 373 Expeditors (4758)
- 374 Material recording, scheduling, and distributing clerks—not elsewhere classified (4759)

Adjusters and investigators

- 375 Insurance adjusters, examiners, and investigators (4782)
- 376 Investigators and adjusters, except insurance (4783)
- 377 Eligibility clerks—social welfare (4784)
- 378 Bill and account collectors (4786)

Miscellaneous administrative support occupations

- 379 General office clerks (463)
- 383 Bank tellers (4791)
- 384 Proofreaders (4792)
- 385 Data-entry keyers (4793)
- 386 Statistical clerks (4794)
- 387 Teachers' aides (4795)
- 389 Administrative support occupations—not elsewhere classified (4787, 4799)

SERVICE OCCUPATIONS**Private Household Occupations**

- 403 Launderers and ironers (503)
- 404 Cooks—private household (504)
- 405 Housekeepers and butlers (505)
- 406 Child-care workers—private household (506)
- 407 Private household cleaners and servants (502, 507, 509)

Protective Service Occupations*Supervisors—protective service occupations*

- 413 Supervisors—firefighting and fire prevention occupations (5111)
- 414 Supervisors—police and detectives (5112)
- 415 Supervisors—guards (5113)

Firefighting and fire prevention occupations

- 416 Fire inspection and fire prevention occupations (5122)
- 417 Firefighting occupations (5123)

Police and detectives

- 418 Police and detectives—public service (5132)
- 423 Sheriffs, bailiffs, and other law enforcement officers (5134)
- 424 Correctional institution officers (5133)

Guards

- 425 Crossing guards (5142)
- 426 Guards and police, except public service (5144)
- 427 Protective service occupations—not elsewhere classified (5149)

Service Occupations, Except Protective and Household*Food preparation and service occupations*

- 433 Supervisors— food preparation and service occupations (5211)
- 434 Bartenders (5212)
- 435 Waiters and waitresses (5213)
- 436 Cooks (5214, 5215)
- 438 Food counter, fountain and related occupations (5216)
- 439 Kitchen workers—food preparation (5217)
- 443 Waiters'/waitresses' assistants (5218)
- 444 Miscellaneous food preparation occupations (5219)

Health service occupations

- 445 Dental assistants (5232)
- 446 Health aides, except nursing (5233)
- 447 Nursing aides, orderlies, and attendants (5236)

Cleaning and building-service occupations, except private household

- 448 Supervisors—cleaning and building-service workers (5241)
- 449 Maids and housemen (5242, 5249)
- 453 Janitors and cleaners (5244)
- 454 Elevator operators (5245)
- 455 Pest control occupations (5246)

Personal Service Occupations

- 456 Supervisors, personal service occupations (5251)
 - 457 Barbers (5252)
 - 458 Hairdressers and cosmetologists (5253)
 - 459 Attendants—amusement and recreation facilities (5254)
 - 461 Guides (5255)
 - 462 Ushers (5256)
 - 463 Public transportation attendants (5257)
 - 464 Baggage porters and bellhops (5262)
 - 465 Welfare service aides (5263)
 - 466 Family child-care providers (part 5264)
 - 467 Early childhood teacher's assistants (part 5264)
 - 468 Child care workers—not elsewhere classified (part 5264)
 - 469 Personal service occupations—not elsewhere classified (5258, 5269)
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FARMING, FORESTRY, AND FISHING OCCUPATIONS

Farm Operators and Managers

- 473 Farmers, except horticultural (5512–5514)
- 474 Horticultural specialty farmers (5515)
- 475 Managers—farms, except horticultural (5522–5524)
- 476 Managers—horticultural specialty farms (5525)

Other Agricultural and Related Occupations

Farm occupations, except managerial

- 477 Supervisors—farm workers (5611)
- 479 Farm workers (5612–5617)
- 483 Marine-life cultivation workers (5618)
- 484 Nursery workers (5619)

Related agricultural occupations

- 485 Supervisors, related agricultural occupations (5621)
- 486 Groundskeepers and gardeners, except farm (5622)
- 487 Animal caretakers, except farm (5624)
- 488 Graders and sorters, agricultural products (5625)
- 489 Inspectors, agricultural products (5627)

Forestry and logging occupations

- 494 Supervisors—forestry, and logging workers (571)
- 495 Forestry workers, except logging (572)
- 496 Timber cutting and logging occupations (573, 579)

Fishers, hunters, and trappers

- 497 Captains and other officers—fishing vessels (part 8241)
- 498 Fishers (583)
- 499 Hunters and trappers (584)

PRECISION PRODUCTION, CRAFT, AND REPAIR OCCUPATIONS

Mechanics and Repairers

- 503 Supervisors—mechanics and repairers (60)

Mechanics and Repairers, Except Supervisors

Vehicle and mobile equipment mechanics and repairers

- 505 Automobile mechanics (part 6111)
- 506 Automobile mechanic apprentices (part 6111)
- 507 Bus, truck, and stationary engine mechanics (6112)
- 508 Aircraft engine mechanics (6113)
- 509 Small engine repairers (6114)
- 514 Automobile body and related repairers (6115)
- 515 Aircraft mechanics, except engine (6116)
- 516 Heavy equipment mechanics (6117)
- 517 Farm equipment mechanics (6118)
- 518 Industrial machinery repairers (613)
- 519 Machinery maintenance occupations (614)

Electrical and electronic equipment repairers

- 523 Electronic repairers—communications and industrial equipment (6151, 6153, 6155)
- 525 Data processing equipment repairers (6154)
- 526 Household appliance and power tool repairers (6156)
- 527 Telephone line installers and repairers (6157)
- 529 Telephone installers and repairers (6158)
- 533 Miscellaneous electrical and electronic equipment repairers (6152, 6159)
- 534 Heating, air conditioning, and refrigeration mechanics (616)

Miscellaneous mechanics and repairers

- 535 Camera, watch, and musical instrument repairers (6171, 6172)
- 536 Locksmiths and safe repairers (6173)
- 538 Office machine repairers (6174)
- 539 Mechanical controls and valve repairers (6175)
- 543 Elevator installers and repairers (6176)
- 544 Millwrights (6178)
- 547 Specified mechanics and repairers—not elsewhere classified (6177, 6179)
- 549 Unspecified mechanics and repairers

Construction Trades*Supervisors—construction occupations*

- 553 Supervisors—brickmasons, stonemasons, and tile setters (6312)
- 554 Supervisors—carpenters and related workers (6313)
- 555 Supervisors—electricians and power transmission installers (6314)
- 556 Supervisors—painters, paperhangers, and plasterers (6315)
- 557 Supervisors—plumbers, pipefitters, and steamfitters (6316)
- 558 Construction supervisors—not elsewhere classified (6311, 6318)

Construction trades, except supervisors

- 563 Brickmasons and stonemasons (part 6412, part 6413)
 - 564 Brickmason and stonemason apprentices (part 6412, part 6413)
 - 565 Tile setters—hard and soft (part 6414, part 6462)
 - 566 Carpet installers (part 6462)
 - 567 Carpenters (part 6422)
 - 569 Carpenter apprentices (part 6422)
 - 573 Drywall installers (6424)
 - 575 Electricians (part 6432)
 - 576 Electrician apprentices (part 6432)
 - 577 Electrical power installers and repairers (6433)
 - 579 Painters—construction and maintenance (6442)
 - 583 Paperhangers (6443)
 - 584 Plasterers (6444)
 - 585 Plumbers, pipefitters, and steamfitters (part 645)
 - 587 Plumber, pipefitter, and steamfitter apprentices (part 645)
 - 588 Concrete and terrazzo finishers (6463)
 - 589 Glaziers (6464)
 - 593 Insulation workers (6465)
 - 594 Paving, surfacing, and tamping equipment operators (6466)
 - 595 Roofers (6468)
 - 596 Sheetmetal duct installers (6472)
 - 597 Structural metal workers (6473)
-

-
- 598 Drillers—earth (6474)
599 Construction trades—not elsewhere classified (6467, 6475, 6476, 6479)

Extractive Occupations

- 613 Supervisors—extractive occupations (632)
614 Drillers—oil well (652)
615 Explosives workers (653)
616 Mining machine operators (654)
617 Mining occupations—not elsewhere classified (656)
628 Supervisors, production occupations (67, 71)

Precision metalworking occupations

- 634 Tool and die makers (part 6811)
635 Tool and die maker apprentices (part 6811)
636 Precision assemblers—metal (6812)
637 Machinists (part 6813)
639 Machinist apprentices (part 6813)
643 Boilermakers (6814)
644 Precision grinders, filers, and tool sharpeners (6816)
645 Patternmakers and model makers—metal (6817)
646 Lay-out workers (6821)
647 Precious stones and metals workers (Jewelers) (6822, 6866)
649 Engravers—metal (6823)
653 Sheet metal workers (part 6824)
654 Sheet metal worker apprentices (part 6824)
655 Miscellaneous precision metal workers (6829)

Precision woodworking occupations

- 656 Patternmakers and model makers—wood (6831)
657 Cabinet makers and bench carpenters (6832)
658 Furniture and wood finishers (6835)
659 Miscellaneous precision woodworkers (6839)

Precision textile, apparel, and furnishings machine workers

- 666 Dressmakers (part 6852, part 7752)
667 Tailors (part 6852)
668 Upholsterers (6853)
669 Shoe repairers (6854)
674 Miscellaneous precision apparel and fabric workers (6856, 6859, part 7752)

Precision workers—assorted materials

- 675 Hand molders and shapers, except jewelers (6861)
676 Patternmakers, lay-out workers, and cutters (6862)
677 Optical goods workers (6864, part 7477, part 7677)
678 Dental laboratory and medical appliance technicians (6865)
679 Bookbinders (6844)
683 Electrical and electronic equipment assemblers (6867)
684 Miscellaneous precision workers—not elsewhere classified (6869)
-

Precision food production occupations

- 686 Butchers and meat cutters (6871)
- 687 Bakers (6872)
- 688 Food batchmakers (6873, 6879)

Precision inspectors, testers, and related workers

- 689 Inspectors, testers, and graders (6881, 828)
- 693 Adjusters and calibrators (6882)

Plant and System Operators

- 694 Water and sewage-treatment plant operators (691)
- 695 Power plant operators (part 693)
- 696 Stationary engineers (part 693, 7668)
- 699 Miscellaneous plant and system operators (692, 694, 695, 696)

OPERATORS, FABRICATORS, AND LABORERS**Machine Operators, Assemblers, and Inspectors**

Machine operators and tenders, except precision

Metalworking and plasticworking machine operators

- 703 Lathe and turning machine set-up operators (7312)
- 704 Lathe and turning machine operators (7512)
- 705 Milling and planing machine operators (7313, 7513)
- 706 Punching and stamping press machine operators (7314, 7317, 7514, 7517)
- 707 Rolling machine operators (7316, 7516)
- 708 Drilling and boring machine operators (7318, 7518)
- 709 Grinding, abrading, buffing, and polishing machine operators (7322, 7324, 7522)
- 713 Forging machine operators (7319, 7519)
- 714 Numerical control machine operators (7326)
- 715 Miscellaneous metal, plastic, stone, and glass working machine operators (7329, 7529)
- 717 Fabricating machine operators—not elsewhere classified (7339, 7539)

Metal and plastic processing machine operators

- 719 Molding and casting machine operators (7315, 7342, 7515, 7542)
- 723 Metal plating machine operators (7343, 7543)
- 724 Heat treating equipment operators (7344, 7544)
- 725 Miscellaneous metal and plastic processing machine operators (7349, 7549)

Woodworking machine operators

- 726 Wood lathe, routing, and planing machine operators (7431, 7432, 7631, 7632)
- 727 Sawing machine operators (7433, 7633)
- 728 Shaping and joining machine operators (7435, 7635)
- 729 Nailing and tacking machine operators (7636)
- 733 Miscellaneous woodworking machine operators (7434, 7439, 7634, 7639)

Printing machine operators

- 734 Printing press operators (7443, 7643)
 - 735 Photoengravers and lithographers (6842, 7444, 7644)
 - 736 Typesetters and compositors (6841, 7642)
 - 737 Miscellaneous printing machine operators (6849, 7449, 7649)
-

Textile, apparel, and furnishings machine operators

- 738 Winding and twisting machine operators (7451, 7651)
- 739 Knitting, looping, taping, and weaving machine operators (7452, 7652)
- 743 Textile cutting machine operators (7654)
- 744 Textile sewing machine operators (7655)
- 745 Shoe machine operators (7656)
- 747 Pressing machine operators (7657)
- 748 Laundering and dry cleaning machine operators (6855, 7658)
- 749 Miscellaneous textile machine operators (7459, 7659)

Machine operators—assorted materials

- 753 Cementing and gluing machine operators (7661)
- 754 Packaging and filling machine operators (7462, 7662)
- 755 Extruding and forming machine operators (7463, 7663)
- 756 Mixing and blending machine operators (7664)
- 757 Separating, filtering, and clarifying machine operators (7476, 7666, 7676)
- 758 Compressing and compacting machine operators (7467, 7667)
- 759 Painting and paint spraying machine operators (7669)
- 763 Roasting and baking machine operators—food (7472, 7672)
- 764 Washing, cleaning, and pickling machine operators (7673)
- 765 Folding machine operators (7474, 7674)
- 766 Furnace, kiln, and oven operators except food (7675)
- 768 Crushing and grinding machine operators (part 7477, part 7677)
- 769 Slicing and cutting machine operators (7478, 7678)
- 773 Motion picture projectionists (part 7479)
- 774 Photographic process machine operators (6863, 6868, 7671)
- 777 Miscellaneous machine operators—not elsewhere classified (part 7479, 7665, 7679)
- 779 Machine operators, not specified

Fabricators, assemblers, and handworking occupations

- 783 Welders and cutters (7332, 7532, 7714)
- 784 Solderers and brazers (7333, 7533, 7717)
- 785 Assemblers (772, 774)
- 786 Hand cutting and trimming occupations (7753)
- 787 Hand molding, casting, and forming occupations (7754, 7755)
- 789 Hand painting, coating, and decorating occupations (7756)
- 793 Hand engraving and printing occupations (7757)
- 795 Miscellaneous hand working occupations (7758, 7759)

Production inspectors, testers, samplers, and weighers

- 796 Production inspectors, checkers, and examiners (782, 787)
- 797 Production testers (783)
- 798 Production samplers and weighers (784)
- 799 Graders and sorters, except agricultural (785)

Transportation and Material Moving Occupations*Motor vehicle operators*

- 803 Supervisors—motor vehicle operators (8111)
- 804 Truck drivers (8212–8214)
- 806 Driver-sales workers (8218)

- 808 Bus drivers (8215)
- 809 Taxicab drivers and chauffeurs (8216)
- 813 Parking lot attendants (874)
- 814 Motor transportation occupations, not elsewhere classified (8219)

Transportation occupations, except motor vehicles

Rail transportation occupations

- 823 Railroad conductors and yardmasters (8113)
- 824 Locomotive operating occupations (8232)
- 825 Railroad, brake signal, and switch operators (8233)
- 826 Rail vehicle operators—not elsewhere classified (8239)

Water transportation occupations

- 828 Ship captains and mates, except fishing boats (part 8241, 8242)
- 829 Sailors and deckhands (8243)
- 833 Marine engineers (8244)
- 834 Bridge, lock, and lighthouse tenders (8245)

Material moving equipment operators

- 843 Supervisors—material moving equipment operators (812)
- 844 Operating engineers (8312)
- 845 Longshore equipment operators (8313)
- 848 Hoist and winch operators (8314)
- 849 Crane and tower operators (8315)
- 853 Excavating and loading machine operators (8316)
- 855 Grader, dozer, and scraper operators (8317)
- 856 Industrial truck and tractor equipment operators (8318)
- 859 Miscellaneous material-moving equipment operators (8319)

Handlers, Equipment Cleaners, Helpers, and Laborers—Not Elsewhere Classified

- 864 Supervisors—handlers, equipment cleaners, and laborers, not elsewhere classified (85)
- 865 Helpers—mechanics, and repairers (863)

Helpers—construction and extractive occupations

- 866 Helpers—construction trades (8641–8645, 8648)
- 867 Helpers—surveyor (8646)
- 868 Helpers—extractive occupations (865)
- 869 Construction laborers (871)
- 874 Production helpers (861, 862)

Freight, stock, and material handlers

- 875 Garbage collectors (8722)
 - 876 Stevedores (8723)
 - 877 Stock handlers and baggers (8724)
 - 878 Machine feeders and offbearers (8725)
 - 883 Freight, stock, and material handlers—not elsewhere classified (8726)
 - 885 Garage and service station related occupations (873)
 - 887 Vehicle washers and equipment cleaners (875)
 - 888 Hand packers and packagers (8761)
 - 889 Laborers, except construction (8769)
-

MILITARY OCCUPATIONS

Includes only unique military occupations.

Other Armed Forces members are coded to civilian occupations.

- 903 Commissioned officer and warrant officers
- 904 Non-commissioned officers and other enlisted personnel
- 905 Military occupation—rank not specified

Appendix L. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, and 1999–2000 SASS

Crosswalks are presented in the following order (the questionnaire name is followed by the questionnaire form number):

School District Questionnaire (SASS-1A) Crosswalk.....	L-2
Public School Principal Questionnaire (SASS-2A) Crosswalk	L-8
Private School Principal Questionnaire (SASS-2B) Crosswalk	L-14
Indian School Principal Questionnaire (SASS-2C) Crosswalk	L-18
Public School Questionnaire (SASS-3A) Crosswalk.....	L-21
Private School Questionnaire (SASS-3B) Crosswalk.....	L-30
Indian School Questionnaire (SASS-3C) Crosswalk.....	L-43
Public School Teacher Questionnaire (SASS-4A) Crosswalk.....	L-51
Private School Teacher Questionnaire (SASS-4B) Crosswalk.....	L-59
Indian School Teacher Questionnaire (SASS-4C) Crosswalk.....	L-67
Public School Library Media Center Questionnaire (LS-1A) Crosswalk.....	L-74
Private School Library Media Center Questionnaire (LS-1B) Crosswalk.....	L-78
Indian School Library Media Center Questionnaire (LS-1C) Crosswalk.....	L-82

In addition, there are two crosswalks across 1999–2000 questionnaires. The first shows items appearing on the Public Charter, Indian, or Private School Questionnaires and on the Public District or Library Questionnaires (pages L-86 through L-88). The second one shows items appearing on the Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire (pages L-89 through L-114).

Note: Within each questionnaire crosswalk, variables are listed in 1999–2000 item order. If there is a blank in the variables name for 1987–88, 1990–91, or 1993–94, that particular 1999–2000 item did not have an equivalent item in earlier years.

Variables from 1987–88, 1990–91, and 1993–94 are graded for how closely they “match” the corresponding variable in the 1999–2000 questionnaire:

- Exact—The question wording and format are exactly the same.
 - Near—The question content is the same, but there have been minor changes to the question wording or format.
 - Content—The general content of or subject addressed by the item is the same, but the question wording or format has been changed significantly.
-

School District Questionnaire (SASS-1A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
D0539									
D0540									
D0541									
D0542									
D0543									
D0544									
D0545									
D0546									
D0547									
D0548									
D0549									
D0550									
D0551									
D0552									
D0553									
D0554									
D0555	D1710	Content	Specifies no justification is needed for choice. Only asked of those with a choice program.						
D0556									
D0557	D1720	Content	Specifies no justification is needed for choice. Only asked of those with a choice program. Does not specify no tuition cost.						
D0558	D1725	Content	Specifies no justification is needed for choice. Only asked of those with a choice program. Does not specify no tuition cost.						
D0559	D1730	Content	Specifies no justification is needed for choice. Only asked of those with a choice program. Does not specify no tuition cost.						

School District Questionnaire (SASS-1A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
D0598									
D0599									
D0600									
D0601									
D0602									
D0603									
D0604									
D0605									
D0606									
D0607									
D0608									
D0609									
D0610									
D0611	D2295	Content	Asks about pay incentives for “other” purposes.						
D0612	D2295	Content	Asks about pay incentives for “other” purposes.						
D0613	D2275	Content	Asks about in-service training or college credits.						
D0614	D2190	Near		INCENTIV	Near		DSC090	Content	Includes to recruit or retain teachers to teach in less desirable locations OR in the fields of shortage.
D0615	D2210	Near		SHORTAGE	Near		DSC090	Content	Includes to recruit or retain teachers to teach in less desirable locations OR in the fields of shortage.
D0616									
D0617	D2230	Near		SHRTSPEC	Near		DSC099	Near	
D0618									
D0619									
D0620	D2240	Near		SHRTCOMP	Near		DSC101	Near	
D0621	D2235	Near		SHRTMATH	Near		DSC100	Near	
D0622	D2245	Near		SHRTPHYS	Near		DSC102	Near	
D0623	D2250	Near		SHRTBIO	Near		DSC103	Near	
D0624	D2255	Near		SHRTESOL	Near		DSC104	Near	
D0625	D2260	Near		SHRTLANG	Near		DSC105	Near	
D0626									
D0627	D2265	Near		SHRTVOC	Near				
D0628	D2300	Near		RETRAINING	Near		DSC107	Near	
D0629									
D0630	D2305	Near		RESPECL	Near		DSC108	Near	
D0631									
D0632									
D0633	D2315	Near		RECOMP	Near		DSC110	Near	

Public School Principal Questionnaire (SASS-2A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0076									
A0077									
A0078									
A0079									
A0080									
A0081									
A0082									
A0083									
A0084	A680	Content	Rated on a 6-point scale.	SEACURRC	Content	Rated on a 6-point scale.			
A0085	A690	Content	Rated on a 6-point scale.	BRDCURRC	Content	Rated on a 6-point scale.	ASC102	Content	Combines school district & governing board. Rated on a 6-point scale.
A0086	A685	Content	Rated on a 6-point scale.				ASC102	Content	Combines school district & governing board. Rated on a 6-point scale.
A0087	A695	Content	Rated on a 6-point scale.	PRNCURRC	Content	Rated on a 6-point scale.	ASC103	Content	Rated on a 6-point scale.
A0088	A705	Content	Rated on a 6-point scale.						
A0089	A700	Content	Rated on a 6-point scale.	TEACURRC	Content	Rated on a 6-point scale.	ASC104	Content	Rated on a 6-point scale.
A0090									
A0091	A715	Content	Rated on a 6-point scale.	PARCURRC	Content	Rated on a 6-point scale.			
A0092	A815	Content	Rated on a 6-point scale.						
A0093	A825	Content	Rated on a 6-point scale.						
A0094	A820	Content	Rated on a 6-point scale.						
A0095	A830	Content	Rated on a 6-point scale.						
A0096									
A0097	A835	Content	Rated on a 6-point scale.						
A0098									
A0099									
A0100	A840	Content	Rated on a 6-point scale.						
A0101	A845	Content	Rated on a 6-point scale.						
A0102	A855	Content	Rated on a 6-point scale.						
A0103	A850	Content	Rated on a 6-point scale.						
A0104	A860	Content	Rated on a 6-point scale.						

Public School Principal Questionnaire (SASS-2A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0105	A865	Content	Rated on a 6-point scale.						
A0106									
A0107	A870	Content	Rated on a 6-point scale.						
A0108	A720	Content	Rated on a 6-point scale.						
A0109	A730	Content	Rated on a 6-point scale.	BRDHIRNG	Content	Rated on a 6-point scale.	ASC105	Content	Combines school district & governing board. Rated on a 6-point scale.
A0110	A725	Content	Rated on a 6-point scale.				ASC105	Content	Combines school district & governing board. Rated on a 6-point scale.
A0111	A735	Content	Rated on a 6-point scale.	PRNHIRNG	Content	Rated on a 6-point scale.	ASC106	Content	Rated on a 6-point scale.
A0112	A740	Content	Rated on a 6-point scale.	TEAHIRNG	Content	Rated on a 6-point scale.	ASC107	Content	Rated on a 6-point scale.
A0113									
A0114	A745	Content	Rated on a 6-point scale.	PARHIRNG	Content	Rated on a 6-point scale.			
A0115	A750	Content	Rated on a 6-point scale.	SEADISPL	Content	Rated on a 6-point scale.			
A0116	A760	Content	Rated on a 6-point scale.	BRDDISPL	Content	Rated on a 6-point scale.	ASC108	Content	Combines school district & governing board. Rated on a 6-point scale.
A0117	A755	Content	Rated on a 6-point scale.				ASC108	Content	Combines school district & governing board. Rated on a 6-point scale.
A0118	A765	Content	Rated on a 6-point scale.	PRNDISPL	Content	Rated on a 6-point scale.	ASC109	Content	Rated on a 6-point scale.
A0119	A770	Content	Rated on a 6-point scale.	TEADISPL	Content	Rated on a 6-point scale.	ASC110	Content	Rated on a 6-point scale.
A0120									
A0121	A775	Content	Rated on a 6-point scale.	PARDISPL	Content	Rated on a 6-point scale.			
A0122	A780	Content	Rated on a 6-point scale.						
A0123	A790	Content	Rated on a 6-point scale.						
A0124	A785	Content	Rated on a 6-point scale.						
A0125	A795	Content	Rated on a 6-point scale.						
A0126									
A0127	A800	Content	Rated on a 6-point scale.						

Public School Principal Questionnaire (SASS-2A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0178									
A0179									
A0180									
A0181									
A0182									
A0183									
A0184									
A0185									
A0186									
A0187									
A0188									
A0189									
A0190									
A0191									
A0192									
A0193									
A0194									
A0195									
A0196									
A0197									
A0198									
A0199									
A0200									
A0201									
A0202									
A0203									
A0204									
A0205									
A0206									
A0207									
A0208									
A0209									
A0210									
A0211									
A0212									
A0213									
A0214									
A0215									
A0216									
A0217									
A0218									
A0219									
A0220									
A0221									
A0222									
A0223									
A0224									
A0225	A060–A0190	Content	Asks a set of questions about degrees earned.	ASC012-ASC027	Content	Asks a set of questions about degrees earned.	ASC012-ASC030 & ASC033	Content	Asks a set of questions about degrees earned.

Private School Principal Questionnaire (SASS-2B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0172									
A0173									
A0174									
A0175									
A0176									
A0177									
A0178									
A0179									
A0180									
A0181									
A0182									
A0183									
A0184									
A0185									
A0186									
A0187									
A0188									
A0189									
A0190									
A0191									
A0192									
A0193									
A0194									
A0195									
A0197									
A0198									
A0199									
A0200									
A0201									
A0202									
A0203									
A0204									
A0205									
A0221									
A0222									
A0223									
A0224									
A0225	A060–A0190	Content	99 asks for highest degree, 93 asks a set a questions about degrees earned.	ASC012–ASC027	Content	99 asks for highest degree, 90 asks a set a questions about degrees earned.	ASC012–ASC030 & ASC033	Content	99 asks for highest degree, 87 asks a set a questions about degrees earned.
A0226	A495	Near		ASC055	Near		ASC060	Near	
A0227	A890	Exact		ASC121	Exact		ASC072	Exact	
A0228	A895	Exact		ASC122	Exact		ASC073	Exact	
A0229	A900	Exact		ASC123	Exact				
A0230	A905	Exact		ASC124	Exact		ASC074	Exact	
A0231	A910	Exact		ASC125	Exact		ASC075	Exact	
A0232	A915	Near							

Indian School Principal Questionnaire (SASS-2C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
A0050			
A0051			
A0052			
A0053	A325	Exact	
A0054	A330	Exact	
A0055	A205	Near	
A0056	A210	Near	
A0057	A220	Near	
A0058	A230	Content	Asked only of those who held a school position before becoming principal.
A0059	A240	Content	Asked only of those who held a school position before becoming principal.
A0060	A250	Content	Asked only of those who held a school position before becoming principal.
A0061	A260	Content	Asked only of those who held a school position before becoming principal.
A0062	A270	Content	Asked only of those who held a school position before becoming principal.
A0063	A280	Content	Asked only of those who held a school position before becoming principal.
A0064	A290	Content	Asked only of those who held a school position before becoming principal.
A0065	A310	Exact	
A0066	A315	Exact	
A0067	A875	Exact	
A0068	A880	Exact	
A0069	A885	Exact	
A0070			
A0071			
A0072			
A0073			
A0074			
A0075			
A0077			
A0079			
A0080			
A0081			
A0082			
A0083			
A0085	A690	Content	Rated on a 6-point scale.
A0087	A695	Content	Rated on a 6-point scale.
A0088	A705	Content	Rated on a 6-point scale.
A0089	A700	Content	Rated on a 6-point scale.
A0090			
A0091	A715	Content	Rated on a 6-point scale.
A0093	A825	Content	Rated on a 6-point scale.
A0095	A830	Content	Rated on a 6-point scale.
A0096			
A0097	A835	Content	Rated on a 6-point scale.
A0098			
A0099			
A0100	A840	Content	Rated on a 6-point scale.
A0102	A855	Content	Rated on a 6-point scale.
A0104	A860	Content	Rated on a 6-point scale.
A0105	A865	Content	Rated on a 6-point scale.
A0106			
A0107	A870	Content	Rated on a 6-point scale.
A0109	A730	Content	Rated on a 6-point scale.
A0111	A735	Content	Rated on a 6-point scale.

Indian School Principal Questionnaire (SASS-2C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
A0112	A740	Content	Rated on a 6-point scale.
A0113			
A0114	A745	Content	Rated on a 6-point scale.
A0116	A760	Content	Rated on a 6-point scale.
A0118	A765	Content	Rated on a 6-point scale.
A0119	A770	Content	Rated on a 6-point scale.
A0120			
A0121	A775	Content	Rated on a 6-point scale.
A0123	A790	Content	Rated on a 6-point scale.
A0125	A795	Content	Rated on a 6-point scale.
A0126			
A0127	A800	Content	Rated on a 6-point scale.
A0128			
A0129	A810	Content	Rated on a 6-point scale.
A0130	A560	Near	
A0131	A565	Near	
A0132	A570	Near	
A0133	A575	Near	
A0134	A580	Near	
A0135	A585	Near	
A0136	A590	Near	
A0137	A595	Near	
A0138	A600	Near	
A0139	A605	Near	
A0140	A610	Near	
A0141	A620	Near	
A0142	A625	Near	
A0143	A630	Near	
A0144	A640	Near	
A0145	A650	Near	
A0146	A660	Near	
A0147	A670	Near	
A0150			
A0151			
A0152			
A0153			
A0154			
A0156			
A0157			
A0158			
A0159			
A0160			
A0161			
A0162			
A0163			
A0164			
A0165			
A0166			
A0167			
A0168			
A0169			
A0170			

Indian School Principal Questionnaire (SASS-2C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
A0171			
A0172			
A0173			
A0174			
A0175			
A0176			
A0177			
A0178			
A0179			
A0180			
A0181			
A0182			
A0183			
A0184			
A0185			
A0186			
A0187			
A0188			
A0189			
A0190			
A0191			
A0192			
A0193			
A0194			
A0195			
A0197			
A0198			
A0199			
A0200			
A0201			
A0202			
A0203			
A0204			
A0205			
A0221			
A0222			
A0223			
A0224			
A0225	A060–A0190	Content	Asks a set of questions about degrees earned.
A0226	A495	Near	
A0227	A890	Exact	
A0228	A895	Exact	
A0229	A900	Exact	
A0230	A905	Exact	
A0231	A910	Exact	
A0232	A915	Near	

Public School Questionnaire (SASS-3A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0050	S0080	Content	Options are mark all that apply.						
S0051	S0075	Content	Options are mark all that apply.						
S0052	S0070	Content	Options are mark all that apply.	OPERATE	Content	Options are mark all that apply.			
S0054									
S0055	S0100	Exact							
S0056									
S0057									
S0058									
S0060	S0125	Exact		OFFERKG	Exact		SSC102	Exact	
S0061	S0130	Exact		NUMBRKG	Exact		SSC103	Exact	
S0066	S0135	Near		OFFER1	Near		SSC104	Near	
S0067	S0140	Near		NUMBR1	Near		SSC105	Near	
S0068	S0145	Near		OFFER2	Near		SSC106	Near	
S0069	S0150	Near		NUMBR2	Near		SSC107	Near	
S0070	S0155	Near		OFFER3	Near		SSC108	Near	
S0071	S0160	Near		NUMBR3	Near		SSC109	Near	
S0072	S0165	Near		OFFER4	Near		SSC110	Near	
S0073	S0170	Near		NUMBR4	Near		SSC111	Near	
S0074	S0175	Near		OFFER5	Near		SSC112	Near	
S0075	S0180	Near		NUMBR5	Near		SSC113	Near	
S0076	S0185	Near		OFFER6	Near		SSC114	Near	
S0077	S0190	Near		NUMBR6	Near		SSC115	Near	
S0078	S0195	Near		OFFER7	Near		SSC116	Near	
S0079	S0200	Near		NUMBR7	Near		SSC117	Near	
S0080	S0205	Near		OFFER8	Near		SSC118	Near	
S0081	S0210	Near		NUMBR8	Near		SSC119	Near	
S0082	S0215	Near		OFFER9	Near		SSC120	Near	
S0083	S0220	Near		NUMBR9	Near		SSC121	Near	
S0084	S0225	Near		OFFER10	Near		SSC122	Near	
S0085	S0230	Near		NUMBR10	Near		SSC123	Near	
S0086	S0235	Near		OFFER11	Near		SSC124	Near	
S0087	S0240	Near		NUMBR11	Near		SSC125	Near	
S0088	S0245	Near		OFFER12	Near		SSC126	Near	
S0089	S0250	Near		NUMBR12	Near		SSC127	Near	
S0090	S0115	Near		OFFERUG	Near		SSC132	Near	
S0091	S0120	Near		NUMBRUG	Near		SSC133	Near	
S0092 & S0101	S0255	Content	99 is sum of student ethnicities, 93 is total enrolled.	ENRK12UG	Content	99 is sum of student ethnicities, 90 is total enrolled.			
S0093									
S0095	S0455	Near		PCTMALE	Content	Asks for percent instead of number.	SSC016	Content	Asks for percent instead of number.
S0096	S0415	Near		HISPSTU	Near		SSC054	Near	
S0097	S0425	Near		WHITESTU	Near		SSC056	Near	
S0098	S0420	Near		BLACKSTU	Near		SSC055	Near	
S0099	S0405	Near		AMINDSTU	Near		SSC052	Near	
S0100	S0410	Near		ASIANSTU	Near		SSC053	Near	

Public School Questionnaire (SASS-3A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0102	S0470	Exact		NUMHOURS	Exact		SSC049	Content	Refers to students in the highest grade.
S0103	S0475	Exact		NUMMNTES	Exact		SSC050	Content	Refers to students in the highest grade.
S0104									
S0105									
S0106									
S0107									
S0108									
S0109									
S0110	S0760	Near		PGMTYPE	Near		SSC014	Content	Response options differ.
S0111									
S0113									
S0114									
S0115	S0700	Exact		ADMITREQ	Exact		SSC099	Content	Response options differ.
S0116	S0705	Content	Options are mark all that apply.	ADMITEST	Content	Options are mark all that apply.	SSC091	Content	Options are mark all that apply.
S0117	S0710	Content	Options are mark all that apply.	ACHVTEST	Content	Options are mark all that apply.	SSC092	Content	Options are mark all that apply.
S0118	S0715	Content	Options are mark all that apply.	RECORDS	Content	Options are mark all that apply.	SSC093	Content	Options are mark all that apply.
S0119	S0720	Content	Options are mark all that apply.	SPECIAL	Content	Options are mark all that apply.	SSC094	Content	Options are mark all that apply.
S0120	S0725	Content	Options are mark all that apply.	TALENT	Content	Options are mark all that apply.	SSC095	Content	Options are mark all that apply.
S0121	S0730	Content	Options are mark all that apply.	INTRVIEW	Content	Options are mark all that apply.	SSC096	Content	Options are mark all that apply.
S0122	S0735	Content	Options are mark all that apply.	RECMNDS	Content	Options are mark all that apply.	SSC097	Content	Options are mark all that apply.
S0125									
S0126	S1390	Content	Does not specify that students need to be identified as gifted/talented.	GIFTDPGM	Content	Does not specify that students need to be identified as gifted/talented.	SSC072	Content	Does not specify that students need to be identified as gifted/talented.
S0127									
S0128									
S0129									
S0130									
S0131	S1755	Content	93 in context of job placement services, 99 in context of general school programs.	VOCTECH	Content				
S0132									
S0133	S1435	Content	Asks about programs inside and outside of regular school hours.						

Public School Questionnaire (SASS-3A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0181									
S0182									
S0183									
S0184									
S0185									
S0186									
S0187									
S0188									
S0189									
S0190									
S0191									
S0192									
S0193									
S0194	S1865	Exact							
S0195									
S0196									
S0197									
S0198									
S0199									
S0200									
S0201									
S0202									
S0203									
S0204									
S0205	S0815	Near		PTHEADS	Near		SSC156	Content	Includes both principals and assistant principals. Question asks for FTEs in 87 and asks full and part time staff separately in 90 and 93.
S0206	S0875	Near		FTHEADS	Near		SSC156	Content	Includes both principals and assistant principals. Question asks for FTEs in 87 and asks full and part time staff separately in 90 and 93.
S0207	S0820	Near		PTASSIST	Near				
S0208	S0880	Near		FTASSIST	Near				
S0211	S0830	Near		PTPROSTF	Near		SSC162	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.

Public School Questionnaire (SASS-3A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0212	S0890	Near		FTPROSTF	Near		SSC162	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0213	S0840	Near		PTLIBRNS	Near		SSC161	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0214	S0900	Near		FTLIBRNS	Near		SSC161	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0215	S0835	Near		PTGUIDES & PTVTCOUN	Near		SSC160	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0216	S0895	Near		FTGUIDES & FTVTCOUN	Near		SSC160	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0217, S0219, S0221, S0223, & S0225	S0845	Content	Options collapsed into one category.	PTPROSTF	Content	Options collapsed into one category.	SSC162	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0218, S0220, S0222, S0224, & S0226	S0905	Content	Options collapsed into one category.	FTPROSTF	Content	Options collapsed into one category.	SSC162	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0227	S0850	Near			Near		SSC157	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.

Public School Questionnaire (SASS-3A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0228	S0910	Near					SSC157	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0228	S0935	Near							
S0229	S0855	Near		PTMEDIA	Near				
S0229, S0231, S0233, S0235, S0237, & S0239	S0860	Content	Options collapsed into one category.	PTAIDES	Content	Options collapsed into one category.	SSC165	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0230	S0915	Near		FTMEDIA	Near				
S0230, S0232, S0234, S0236, S0238, & S0240	S0920	Content	Options collapsed into one category.	FTAIDES	Content	Options collapsed into one category.	SSC165	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0241	S0865	Near		PTALLOTH	Near		SSC166	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0242	S0925	Near		FTALLOTH	Near		SSC166	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0243, S0245, & S0247	S0870	Content	Options collapsed into one category.	PTALLOTH	Content	Options collapsed into one category.	SSC166	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0244, S0246, & S0248	S0930	Content	Options collapsed into one category.	FTALLOTH	Content	Options collapsed into one category.	SSC166	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0249	S0975	Near		HISPNTCH	Near		SSC059	Near	
S0250	S0985	Near		WHITETCH	Near		SSC061	Near	

Private School Questionnaire (SASS-3B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0050	S0080	Content	Options are mark all that apply.						
S0051	S0075	Content	Options are mark all that apply.						
S0052	S0070	Content	Options are mark all that apply.	OPERATE	Content	Options are mark all that apply.			
S0054									
S0055	S0100	Exact							
S0057									
S0058									
S0059									
S0060	S0125	Exact		OFFERKG	Exact		SSC102	Exact	
S0061	S0130	Exact		NUMBRKG	Exact		SSC103	Exact	
S0062									
S0063									
S0064									
S0065									
S0066	S0135	Near		OFFER1	Near		SSC104	Near	
S0067	S0140	Near		NUMBR1	Near		SSC105	Near	
S0068	S0145	Near		OFFER2	Near		SSC106	Near	
S0069	S0150	Near		NUMBR2	Near		SSC107	Near	
S0070	S0155	Near		OFFER3	Near		SSC108	Near	
S0071	S0160	Near		NUMBR3	Near		SSC109	Near	
S0072	S0165	Near		OFFER4	Near		SSC110	Near	
S0073	S0170	Near		NUMBR4	Near		SSC111	Near	
S0074	S0175	Near		OFFER5	Near		SSC112	Near	
S0075	S0180	Near		NUMBR5	Near		SSC113	Near	
S0076	S0185	Near		OFFER6	Near		SSC114	Near	
S0077	S0190	Near		NUMBR6	Near		SSC115	Near	
S0078	S0195	Near		OFFER7	Near		SSC116	Near	
S0079	S0200	Near		NUMBR7	Near		SSC117	Near	
S0080	S0205	Near		OFFER8	Near		SSC118	Near	
S0081	S0210	Near		NUMBR8	Near		SSC119	Near	
S0082	S0215	Near		OFFER9	Near		SSC120	Near	
S0083	S0220	Near		NUMBR9	Near		SSC121	Near	
S0084	S0225	Near		OFFER10	Near		SSC122	Near	
S0085	S0230	Near		NUMBR10	Near		SSC123	Near	
S0086	S0235	Near		OFFER11	Near		SSC124	Near	
S0087	S0240	Near		NUMBR11	Near		SSC125	Near	
S0088	S0245	Near		OFFER12	Near		SSC126	Near	
S0089	S0250	Near		NUMBR12	Near		SSC127	Near	
S0090	S0115	Near		OFFERUG	Near		SSC132	Near	
S0091	S0120	Near		NUMBRUG	Near		SSC133	Near	
S0092	S0255	Near		ENRK12UG	Near				
S0095	S0455	Near		PCTMALE	Content	Question asks for percent instead of number.	SSC016	Content	Question asks for percent instead of number.
S0096	S0415	Near		HISPNSTU	Near		SSC054	Near	
S0097	S0425	Near		WHITESTU	Near		SSC056	Near	

Private School Questionnaire (SASS-3B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0182									
S0183									
S0184									
S0185									
S0186									
S0187									
S0188									
S0189									
S0190									
S0191									
S0192									
S0193									
S0194	S1865	Exact							
S0195									
S0196									
S0197									
S0198									
S0199									
S0200									
S0201									
S0202									
S0203									
S0204									
S0205	S0815	Near		PTHEADS	Near		SSC156	Near	Includes both principals and assistant principals. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0206	S0875	Near		FTHEADS	Near		SSC156	Near	Includes both principals and assistant principals. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0207	S0820	Near		PTASSIST	Near				
S0208	S0880	Near		FTASSIST	Near				
S0209	S0825	Near							
S0210	S0885	Near							
S0211	S0830	Near		PTPROSTF	Near		SSC162	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.

Private School Questionnaire (SASS-3B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0212	S0890	Near		FTPSTF	Near		SSC162	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0213	S0840	Near		PTLIBRNS	Near		SSC161	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0214	S0900	Near		FTLIBRNS	Near		SSC161	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0215	S0835	Near		PTGUIDES & PTVTCOUN	Near		SSC160	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0216	S0895	Near		FTGUIDES & FTVTCOUN	Near		SSC160	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0217, S0219, S0221, S0223, & S0225	S0845	Content	Options collapsed into one category.	PTPROSTF	Content	Options collapsed into one category.	SSC162	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0218, S0220, S0222, S0224, & S0226	S0905	Content	Options collapsed into one category.	FTPSTF	Content	Options collapsed into one category.	SSC162	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0227	S0850	Near							
S0228	S0935	Near		FULTEACH	Near		SSC174	Content	
S0229	S0855	Near		PTMEDIA	Near				
S0229, S0231, S0233, S0235, S0237, & S0239	S0860	Content	Options collapsed into one category.	PTAIDES	Content	Options collapsed into one category.	SSC165		Options collapsed into one category. Asks for FTEs in 87 and ask full and part time staff separately in 90, 93, and 99.
S0230	S0915	Near		FTMEDIA	Near				

Private School Questionnaire (SASS-3B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0230, S0232, S0234, S0236, S0238, & S0240	S0920	Content	Options collapsed into one category.	FTAIDES	Content	Options collapsed into one category.	SSC165	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0241	S0865	Near		PTALLOTH	Near		SSC166	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0242	S0925	Near		FTALLOTH	Near		SSC166	Content	Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0243, S0245, & S0247	S0870	Content	Options collapsed into one category.	PTALLOTH	Content	Options collapsed into one category.	SSC166	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0244, S0246, & S0248	S0930	Content	Options collapsed into one category.	FTALLOTH	Content	Options collapsed into one category.	SSC166	Content	Options collapsed into one category. Question asks for FTEs in 87 and asks full and part time staff separately in 90, 93, and 99.
S0249	S0975	Near		HISPNTCH	Near		SSC059	Near	
S0250	S0985	Near		WHITETCH	Near		SSC061	Near	
S0251	S0980	Near		BLACKTCH	Near		SSC060	Near	
S0252	S0965	Near		AMINDTCH	Near		SSC057	Near	
S0253	S0970	Near		ASIAN TCH	Near		SSC058	Near	
S0255	S0990	Near		ABSNTCH	Near				
S0256	S1100	Near		VACNCY	Near				
S0257	S1105	Near							
S0258	S1110	Near		LESSQUAL					
S0259	S1115	Near		CANCEL					
S0260	S1120	Near		EXPANDSZ					
S0261	S1125	Near		ADDSC TN					
S0262	S1130	Near		REASSIGN					
S0263	S1135	Near							
S0264	S1140	Near		SUBTEACH					
S0265	S1150	Exact		GENLVAC	Exact				
S0266	S1155	Exact		SPECLVAC	Exact				
S0267	S1160	Exact		ENGLVAC	Exact				
S0268									
S0269									
S0270	S1165	Exact		MATHVAC	Exact				
S0271	S1175	Exact		BIOSVAC	Exact				
S0272	S1170	Exact		PHYSVAC	Exact				

Private School Questionnaire (SASS-3B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0318									
S0319									
S0320	S1290	Near							
S0321	S1295	Content	Asks for number identified as LEP around 10/1.						
S0322	S1300	Content	Asks if the school uses “recommendation by parent.”						
S0323	S1305	Near							
S0324	S1310	Near							
S0325	S1320	Content	Specifies interview in student’s native language.						
S0326	S1325	Near							
S0327	S1330	Near							
S0328	S1315	Content	Specifies written language test.						
S0329									
S0330	S1335	Content	Asked of all respondents. Specifies program is designed to teach English.						
S0331	S1340	Content	Asked of all respondents. Includes programs to improve as well as maintain the native language.						
S0332									
S0333, S0334, & S0335	S1345	Content	Combines three questions.						
S0336									
S0337									
S0338									
S0339									
S0340									
S0341									
S0349									
S0350	S2365	Content	Year reported as two digits.						
S0470	S0465	Exact		NUMDAYS	Exact		SSC048	Content	Refers to students in the highest grade.
S0477	S1225	Near		FULLCERT	Near				
S0478	S1220	Near		PVTCERT	Near				
S0479	S1230	Exact		EMERCERT	Exact				
S0480	S1235	Exact		TEACHED	Exact				

Private School Questionnaire (SASS-3B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0481	S1240	Exact		MAJORFLD	Exact				
S0482	S1245	Exact		STABASIC	Exact				
S0483	S1250	Exact		STASUBJ	Exact				
S0484	S1255	Near		DISTEST	Near				
S0485	S1260	Content	Doesn’t use term Praxis, only core battery test.	NTEPASS	Content	Doesn’t use term Praxis, only core battery test.			
S0486	S1265	Content	Doesn’t use term Praxis, only national teachers exam, specialty area test.	NTEPASS	Content	Doesn’t use term Praxis, only national teachers exam, specialty area test.			
S0487									
S0488									
S0489									
S0490									
S0491									
S0492									
S0493									
S0494									
S0495									
S0496									
S0499	S2080	Exact		LNGTHYR	Exact				
S0500	S2095	Near		SALSCHED	Near				
S0501	S2100	Exact		MINBACH	Exact				
S0502									
S0503	S2105	Exact		MINMASTR	Exact				
S0504	S2110	Exact							
S0505	S2115	Exact		MAXMASTR	Exact				
S0506	S2120	Exact		HIGHSAL	Exact				
S0507	S2125	Near		MINSALRY	Near				
S0508	S2130	Near		MAXSALRY	Near				
S0509									
S0510									
S0511									
S0512									
S0513									
S0514									
S0515									
S0516									
S0517									
S0518									
S0519									
S0520									
S0521									
S0522									
S0523									
S0574	S1760	Near							
S0575	S1765	Near		YRSENGL	Near				
S0576	S1770	Near		YRSMATH	Near				

Private School Questionnaire (SASS-3B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0620	S2240	Content	Options are mark all that apply.	SHRTCOMP	Content	Options are mark all that apply.			
S0621	S2235	Content	Options are mark all that apply.	SHRTMATH	Content	Options are mark all that apply.			
S0622	S2245	Content	Options are mark all that apply.	SHRTPHYS	Content	Options are mark all that apply.			
S0623	S2250	Content	Options are mark all that apply.	SHRTBIO	Content	Options are mark all that apply.			
S0624	S2255	Content	Options are mark all that apply.	SHRTESOL	Content	Options are mark all that apply.			
S0625	S2260	Content	Options are mark all that apply.	SHRTLANG	Content	Options are mark all that apply.			
S0626									
S0627	S2265	Content	Options are mark all that apply.	SHRTVOC	Content	Options are mark all that apply.			
S0628	S2300	Exact		RETRAINING	Exact				
S0629									
S0630	S2305	Near		RESPECL	Near				
S0631									
S0632									
S0633	S2315	Near		RECOMP	Near				
S0634	S2310	Near		REMATH	Near				
S0635	S2320	Near		REPHYS	Near				
S0636	S2325	Near		REBIO	Near				
S0637	S2330	Near		RESOL	Near				
S0638	S2335	Near		RELANG	Near				
S0639									
S0640	S2340	Near		REVOTEC	Near				
S0700	S1445	Exact							
S0701	S1450	Exact							
S0702	S1455	Exact							
S0703	S1460	Exact							
S0704	S1465	Exact							
S0705	S1470	Exact							
S0706	S1475	Exact							
S0707	S1480	Exact							
S0708	S1485	Exact							
S0798	S1440	Near		OWNLIBRY	Near				
S0901	S0450	Exact		COEDSCHL	Exact		SSC015	Exact	
S0903									
S0904									
S0905	S0765	Content	Asked only of alternative schools.						
S0906	S0775	Exact		FAMILYRES	Exact		SSC019	Exact	
S0907	S0485	Near		AFFILPUR	Near		SSC020	Content	Combines orientation, purpose, or affiliation; and religious denomination.

Indian School Questionnaire (SASS-3C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
S0050	S0080	Content	Options are mark all that apply.
S0052	S0070	Content	Options are mark all that apply.
S0053	no number	Near	Year school closed.
S0054			
S0055	S0100	Exact	
S0056			
S0057			
S0058			
S0060	S0125	Exact	
S0066	S0135	Near	
S0068	S0145	Near	
S0070	S0155	Near	
S0072	S0165	Near	
S0074	S0175	Near	
S0076	S0185	Near	
S0078	S0195	Near	
S0080	S0205	Near	
S0082	S0215	Near	
S0084	S0225	Near	
S0086	S0235	Near	
S0088	S0245	Near	
S0090	S0115	Near	
S0092	S0255	Near	
S0093			
S0095	S0455	Near	
S0096	S0415	Near	
S0097	S0425	Near	
S0098	S0420	Near	
S0099	S0405	Near	
S0100	S0410	Near	
S0101	S0255	Content	Total enrolled.
S0102	S0470	Exact	
S0103	S0475	Exact	
S0104			
S0105			
S0106			
S0107			
S0108			
S0109			
S0110	S0760	Near	
S0111			
S0115	S0700	Exact	
S0116	S0705	Content	Options are mark all that apply.
S0117	S0710	Content	Options are mark all that apply.
S0118	S0715	Content	Options are mark all that apply.
S0119	S0720	Content	Options are mark all that apply.
S0120	S0725	Content	Options are mark all that apply.
S0121	S0730	Content	Options are mark all that apply.
S0122	S0735	Content	Options are mark all that apply.
S0124	S0745	Content	Options are mark all that apply.
S0125			

Indian School Questionnaire (SASS-3C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
S0126	S1390	Content	Does not specify that students need to be identified as gifted/talented.
S0127			
S0128			
S0129			
S0130			
S0131	S1755	Content	93 in context of job placement services, 99 in context of general school programs.
S0132			
S0133	S1435	Content	Asks about programs inside and outside of regular school hours.
S0134	S1400	Content	Asks about programs inside and outside of regular school hours.
S0136			
S0137			
S0138			
S0139			
S0140			
S0141			
S0142			
S0143			
S0144			
S0145			
S0146			
S0147			
S0148			
S0149			
S0151			
S0152			
S0153			
S0154			
S0155			
S0156			
S0157			
S0158			
S0159			
S0160			
S0161	S1820	Near	
S0164			
S0165			
S0166			
S0167			
S0168			
S0169			
S0170			
S0171			
S0172			
S0173			
S0174			
S0175			
S0176			
S0177			
S0178			
S0179			
S0180			

Indian School Questionnaire (SASS-3C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
S0181			
S0182			
S0183			
S0184			
S0185			
S0186			
S0187			
S0188			
S0189			
S0190			
S0191			
S0192			
S0193			
S0194	S1865	Exact	
S0195			
S0196			
S0197			
S0198			
S0199			
S0200			
S0201			
S0202			
S0203			
S0204			
S0205	S0815	Near	
S0206	S0875	Near	
S0207	S0820	Near	
S0208	S0880	Near	
S0211	S0830	Near	
S0212	S0890	Near	
S0213	S0840	Near	
S0214	S0900	Near	
S0215	S0835	Near	
S0216	S0895	Near	
S0217	S0845	Content	Options collapsed into one category.
S0218	S0905	Content	Options collapsed into one category.
S0219	S0845	Content	Options collapsed into one category.
S0220	S0905	Content	Options collapsed into one category.
S0221	S0845	Content	Options collapsed into one category.
S0222	S0905	Content	Options collapsed into one category.
S0223	S0845	Content	Options collapsed into one category.
S0224	S0905	Content	Options collapsed into one category.
S0225	S0845	Content	Options collapsed into one category.
S0226	S0905	Content	Options collapsed into one category.
S0227	S0850	Near	
S0228	S0935	Near	
S0229	S0855	Near	
S0230	S0915	Near	
S0231	S0860	Content	Options collapsed into one category.
S0232	S0920	Content	Options collapsed into one category.
S0233	S0860	Content	Options collapsed into one category.

Indian School Questionnaire (SASS-3C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
S0234	S0920	Content	Options collapsed into one category.
S0235	S0860	Content	Options collapsed into one category.
S0236	S0920	Content	Options collapsed into one category.
S0237	S0860	Content	Options collapsed into one category.
S0238	S0920	Content	Options collapsed into one category.
S0239	S0870	Content	Options collapsed into one category.
S0240	S0905	Content	Options collapsed into one category.
S0241	S0865	Near	
S0242	S0925	Near	
S0243	S0870	Content	Options collapsed into one category.
S0244	S0930	Content	Options collapsed into one category.
S0245	S0870	Content	Options collapsed into one category.
S0246	S0930	Content	Options collapsed into one category.
S0247	S0870	Content	Options collapsed into one category.
S0248	S0930	Content	Options collapsed into one category.
S0249	S0975	Near	
S0250	S0985	Near	
S0251	S0980	Near	
S0252	S0965	Near	
S0253	S0970	Near	
S0254	S0850 & S0910	Content	Handles part-time and full-time positions separately.
S0255	S0990	Near	
S0256	S1100	Near	
S0257	S1105	Near	
S0258	S1110	Near	
S0259	S1115	Near	
S0260	S1120	Near	
S0261	S1125	Near	
S0262	S1130	Near	
S0263	S1135	Near	
S0264	S1140	Near	
S0265	S1150	Exact	
S0266	S1155	Exact	
S0267	S1160	Exact	
S0268			
S0269			
S0270	S1165	Exact	
S0271	S1175	Exact	
S0272	S1170	Exact	
S0273	S1180	Exact	
S0274	S1185	Exact	
S0275	S1190	Exact	
S0276	S1210 & S1200	Content	Options not collapsed into one category.
S0277			
S0278			
S0279			
S0280			
S0281			
S0282	S1650	Near	
S0283			
S0284			

Indian School Questionnaire (SASS-3C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
S0285	S1645	Exact	
S0286	S1655	Exact	
S0287	S1660	Exact	
S0288	S1600	Near	
S0289			
S0290	S1605, S1610	Content	Breaks numbers of students into PK and K-12.
S0291			
S0292			
S0293			
S0294			
S0295			
S0296			
S0297			
S0298			
S0299			
S0300			
S0301			
S0302			
S0303			
S0304			
S0305			
S0306			
S0307			
S0308			
S0309	S1625	Near	
S0310	S1630	Near	
S0316			
S0317			
S0318			
S0319			
S0320	S1290	Near	
S0321	S1295	Content	Asks for number identified as LEP around 10/1.
S0322	S1300	Content	Asks if the school uses “recommendation by parent.”
S0323	S1305	Near	
S0324	S1310	Near	
S0325	S1320	Content	Specifies interview in student’s native language.
S0326	S1325	Near	
S0327	S1330	Near	
S0328	S1315	Content	Specifies written language test.
S0329			
S0330	S1335	Content	Asked of all respondents. Specifies program is designed to teach English.
S0331	S1340	Content	Asked of all respondents. Includes programs to improve as well as maintain the native language.
S0332			
S0333, S0334, & S0335	S1345	Content	Combines three questions.
S0334	S1345	Content	Asks if schools teach subject matter in native language. 99 uses three questions to ask how subject matter is taught to LEP students.
S0335	S1345	Content	Asks if schools teach subject matter in native language. 99 uses three questions to ask how subject matter is taught to LEP students.
S0336			
S0337			

Indian School Questionnaire (SASS-3C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
S0338			
S0339			
S0340			
S0341			
S0342			
S0343			
S0344			
S0345			
S0346			
S0347			
S0348			
S0349			
S0350	S2365	Content	Year reported as two digits.
S0470	S0465	Exact	
S0477	S1225	Near	
S0479	S1230	Exact	
S0480	S1235	Exact	
S0481	S1240	Exact	
S0482	S1245	Exact	
S0483	S1250	Exact	
S0484	S1255	Near	
S0485	S1260	Content	Doesn’t use term Praxis, only core battery test.
S0486	S1265	Content	Doesn’t use term Praxis, only core battery test.
S0487			
S0488			
S0489			
S0490			
S0491			
S0492			
S0493			
S0494			
S0495			
S0496			
S0499	S2080	Exact	
S0500	S2095	Near	
S0501	S2100	Exact	
S0502			
S0503	S2105	Exact	
S0504	S2110	Exact	
S0505	S2115	Exact	
S0506	S2120	Exact	
S0507	S2125	Near	
S0508	S2130	Near	
S0509			
S0510			
S0511			
S0512			
S0513			
S0514			
S0515			
S0516			

Indian School Questionnaire (SASS-3C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
S0517			
S0518			
S0519			
S0520			
S0521			
S0522			
S0574	S1760	Near	
S0575	S1765	Near	
S0576	S1770	Near	
S0577	S1775	Near	
S0578	S1780	Near	
S0579	S1785	Near	
S0580	S1790	Near	
S0581	S1795	Exact	
S0582	S1800	Exact	
S0583	S1805	Near	
S0584	S1810	Near	
S0585	S1815	Near	
S0586			
S0599			
S0600			
S0601			
S0603			
S0604			
S0605			
S0606			
S0607			
S0608			
S0609			
S0610			
S0611			
S0612			
S0613			
S0615	S2210	Content	Specifies pay incentives as cash bonuses, different step on salary scale, or other salary increase. Asks about organization school is affiliated with, as well as school.
S0616			
S0617	S2230	Content	Options are mark all that apply.
S0618			
S0619			
S0620	S2240	Content	Options are mark all that apply.
S0621	S2235	Content	Options are mark all that apply.
S0622	S2245	Content	Options are mark all that apply.
S0623	S2250	Content	Options are mark all that apply.
S0624	S2255	Content	Options are mark all that apply.
S0625	S2260	Content	Options are mark all that apply.
S0626			
S0627	S2265	Content	Options are mark all that apply.
S0628	S2300	Exact	
S0629			
S0630	S2305	Near	
S0631			

Indian School Questionnaire (SASS-3C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
S0632			
S0633	S2315	Near	
S0634	S2310	Near	
S0635	S2320	Near	
S0636	S2325	Near	
S0637	S2330	Near	
S0638	S2335	Near	
S0639			
S0640	S2340	Near	
S0700	S1445	Exact	
S0701	S1450	Exact	
S0702	S1455	Exact	
S0703	S1460	Exact	
S0704	S1465	Exact	
S0705	S1470	Exact	
S0706	S1475	Exact	
S0707	S1480	Exact	
S0708	S1485	Exact	
S0793			
S5050	no number	Exact	
S5054			
S5110			
S5280			
S5281			

Public School Teacher Questionnaire (SASS-4A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0050	T0015	Near		TSC001	Near				
T0051	T0020	Near		TSC011	Near		TSC010		Response options differ.
T0052									
T0053	T0025	Exact							
T0054	T0030	Exact		TSC012	Exact		TSC012	Exact	
T0055									
T0056									
T0057									
T0058									
T0059	T0150 & T0160	Content	Options were grouped into three questions.	TSC039	Content	Options collapsed into one question. In 87 and 93, options were grouped into three questions.	TSC032 & TSC034	Content	Options 4 and 5 from 87 crosswalk. Response options differ.
T0060									
T0061									
T0062									
T0063									
T0064	T0145	Exact		TSC038	Exact		TSC031	Exact	
T0065	T0105	Exact		FTPUB	Exact		TSC023	Exact	
T0066	T0110	Exact		PTPUB	Exact		TSC024	Exact	
T0067	T0090	Exact		TSC028	Exact				
T0068	T0095	Near		FTPVT	Near		TSC025	Near	
T0069	T0100	Near		PTPVT	Near		TSC026	Near	
T0070	T0170	Exact		TSC040	Exact		TSC043	Exact	
T0071	T0180	Exact		TSC042	Exact		TSC046	Exact	
T0072	T0175	Near		TSC041	Near		TSC044	Near	
T0073	T0185	Exact		TSC043	Content	Second major or a minor field of study combined.			
T0074	T0190	Near		TSC044	Content	Second major or a minor field of study combined.	TSC045	Near	
T0075	T0195	Exact		TSC043	Content	Second major or a minor field of study combined.			
T0076	T0200	Near		TSC044	Content	Second major or a minor field of study combined.			
T0077	T0205	Exact					TSC072	Exact	
T0078	T0210	Exact					TSC074	Exact	
T0079	T0215	Exact							
T0080	T0235	Exact		TSC045	Exact		TSC051	Exact	
T0081	T0240	Near		TSC046	Near		TSC052	Near	
T0082	T0245	Exact		TSC047	Exact		TSC054	Exact	
T0083	T0265	Near					TSC048	Near	
T0084	T0270	Exact		TSC049	Exact		TSC039	Exact	
T0085	T0275	Near		TSC050	Near		TSC040	Near	
T0086	T0280	Exact		TSC051	Exact		TSC042	Exact	
T0087	T0220	Exact					TSC047	Exact	

Public School Teacher Questionnaire (SASS-4A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0130									
T0131									
T0132									
T0133									
T0134									
T0135									
T0136	T0700	Content	Specifies to not include student teaching and asks about a formal program.	TSC110	Content	Specifies to not include student teaching and asks about a formal program.			
T0137									
T0138									
T0139									
T0140									
T0141									
T0142									
T0143									
T0144									
T0145									
T0146									
T0147									
T0148									
T0149									
T0150									
T0151	T0560	Content	Options are mark all that apply.						
T0152									
T0153									
T0154									
T0155									
T0156									
T0157									
T0158									
T0159	T0610	Content	Different timeframe.						
T0160	T0615	Content	Different timeframe. Different scale.						
T0161									
T0162									
T0163									
T0164									
T0165	T0600	Content	Different timeframe.						
T0166	T0605	Content	Different timeframe. Different scale.						
T0167									
T0168	T0590	Content	Different timeframe.						

Public School Teacher Questionnaire (SASS-4A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0169	T0595	Content	Different timeframe. Different scale.						
T0170									
T0171	T0620	Content	Different timeframe.						
T0172	T0625	Content	Different timeframe. Different scale.						
T0173									
T0174									
T0175									
T0176									
T0177									
T0178									
T0179	T0665	Exact							
T0180	T0670	Exact							
T0181									
T0182	T0680	Content	Asks about tuition AND fees. Options are mark all that apply.						
T0184	T0675	Exact							
T0185	T0685	Content	Options are mark all that apply. Asks about support, not rewards.						
T0186									
T0187									
T0188									
T0189									
T0190									
T0191	T0710	Near		TSC112	Near		TSC156	Near	
T0192	T0715	Exact		TSC113	Exact		TSC140	Exact	
T0193	T0720	Exact		TSC114	Exact		TSC141	Exact	
T0194	T0725	Exact		TSC115	Exact		TSC142	Exact	
T0195	T0730	Exact		TSC116	Exact		TSC143	Exact	
T0196	T0735	Exact		TSC117	Exact		TSC144	Exact	
T0197	T0740	Exact		TSC118	Exact		TSC145	Exact	
T0198	T0745	Exact		TSC119	Exact		TSC146	Exact	
T0199	T0750	Exact		TSC120	Exact		TSC147	Exact	
T0200	T0755	Exact		TSC121	Exact		TSC148	Exact	
T0201	T0760	Exact		TSC122	Exact		TSC149	Exact	
T0202	T0765	Exact		TSC123	Exact		TSC150	Exact	
T0203	T0770	Exact		TSC124	Exact		TSC151	Exact	
T0204	T0775	Exact		TSC125	Exact		TSC152	Exact	
T0205	T0780	Exact		TSC126	Exact		TSC153	Exact	
T0206	T0790	Exact		TSC128	Exact		TSC157	Content	Response options differ.
T0207									
T0208	T0795	Near		TSC129	Near		TSC158	Near	

Public School Teacher Questionnaire (SASS-4A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0260									
T0261									
T0262									
T0263									
T0264									
T0265									
T0266									
T0267									
T0268									
T0269									
T0270									
T0271									
T0272									
T0273	T0990	Exact		TSC219	Exact		TSC234	Exact	
T0274									
T0275									
T0276	T0995	Near		TSC220	Near		TSC235	Near	
T0277	T1000	Near		TSC221	Near		TSC236	Near	
T0278	T1005	Exact							
T0279	T1010	Exact							
T0280	T1325	Exact							
T0281	T1330	Exact							
T0282	T1335	Near							
T0283	T1340	Exact							
T0284	T1345	Exact							
T0285	T1350	Near							
T0286									
T0287	T1040	Exact		TSC247	Exact		TSC278	Exact	
T0288	T1020	Near		TSC245	Near		TSC276	Near	
T0289	T1035	Exact							
T0290	T1025	Exact							
T0291	T1015	Exact		TSC244	Exact		TSC275	Exact	
T0292	T1030	Exact							
T0293	T1045	Exact		TSC248	Exact		TSC279	Exact	
T0294	T1050	Exact		TSC249	Exact		TSC280	Exact	
T0295	T1055	Exact		TSC250	Exact		TSC281	Exact	
T0296	T1060	Exact		TSC251	Exact				
T0297	T1065	Exact		TSC252	Exact		TSC282	Exact	
T0298	T1070	Exact		TSC253	Exact		TSC283	Exact	
T0299	T1200	Exact					TSC239	Exact	
T0300	T1205	Exact					TSC240	Exact	
T0301	T1210	Exact					TSC241	Exact	
T0302	T1215	Exact		TSC226	Exact		TSC242	Exact	
T0303	T1225	Exact					TSC244	Exact	
T0304	T1230	Exact					TSC245	Exact	
T0305	T1240	Exact					TSC247	Exact	
T0306	T1245	Exact		TSC227	Exact		TSC248	Exact	
T0307	T1250	Exact					TSC249	Exact	
T0308	T1255	Exact		TSC228	Exact		TSC250	Exact	
T0309	T1260	Exact					TSC251	Exact	

Public School Teacher Questionnaire (SASS-4A) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0311	T1270	Exact					TSC253	Exact	
T0312	T1275	Exact					TSC254	Exact	
T0313									
T0314									
T0315	T1285	Exact					TSC256	Exact	
T0316	T1290	Exact					TSC257	Exact	
T0317	T1300	Exact					TSC259	Exact	
T0318	T1305	Exact					TSC260	Exact	
T0319	T1310	Exact		TSC234	Exact				
T0320									
T0321	T1075	Exact		TSC254	Exact		TSC262	Exact	
T0322	T1080	Exact		TSC255	Exact		TSC263	Exact	
T0323	T1085	Exact		TSC256	Exact		TSC264	Exact	
T0324	T1090	Exact		TSC257	Exact		TSC265	Exact	
T0325	T1095	Exact		TSC258	Exact		TSC266	Exact	
T0326	T1100	Exact		TSC259	Exact		TSC267	Exact	
T0327	T1105	Exact		TSC260	Exact		TSC268	Exact	
T0328	T1110	Exact		TSC261	Exact		TSC269	Exact	
T0329	T1115	Exact		TSC262	Exact		TSC270	Exact	
T0330	T1120	Exact		TSC263	Exact		TSC271	Exact	
T0331	T1125	Exact		TSC264	Exact		TSC272	Exact	
T0332	T1135	Exact		TSC267	Exact				
T0333	T1140	Exact		TSC268	Exact				
T0334	T1145	Exact		TSC269	Exact				
T0335	T1155	Exact		TSC271	Exact				
T0336	T1165	Exact		TSC273	Exact				
T0337	T1175	Exact							
T0338	T1185	Exact							
T0339	T1320	Exact		TSC236	Exact		TSC261	Exact	
T0340	T1370	Exact		TSC276	Exact		TSC288	Exact	
T0341	T1390	Exact		TSC286	Exact				
T0342	T1395	Exact		TSC287	Exact		TSC304	Exact	
T0343	T1400	Exact		TSC288	Exact				
T0344	T1405	Exact		TSC289	Exact		TSC305	Exact	
T0345	T1410	Exact		TSC290	Exact				
T0346	T1415	Exact		TSC291	Exact		TSC306	Exact	
T0347	T1420	Exact		TSC292	Exact		TSC307	Exact	
T0348	T1425	Exact		TSC293	Exact				
T0349	T1430	Exact		TSC294	Exact		TSC308	Exact	
T0350	T1450	Exact		TSC298	Exact				
T0351	T1455	Exact		TSC299	Exact				
T0352	T1435	Exact		TSC295	Exact				
T0353	T1440	Exact		TSC296	Exact		TSC309	Exact	
T0354	T1445	Exact		TSC297	Exact				
T0355	T0695	Exact							
T0356	T1525	Exact		SEX	Exact		TSC319	Exact	
T0357	T1530	Exact		RACE	Exact		TSC320	Exact	
T0358	T1535	Exact		TRIBE	Exact				
T0359	T1540	Exact		HISPANIC	Exact		TSC321	Exact	
T0360	T1545	Exact		BIRTHYR	Exact		TSC322	Exact	

Private School Teacher Questionnaire (SASS-4B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0050	T0015	Near		TSC001	Near				
T0051	T0020	Near		TSC011	Near		TSC010	Content	Response options differ.
T0052									
T0053	T0025	Exact							
T0054	T0030	Exact		TSC012	Exact		TSC012	Exact	
T0059	T0150 & T0160	Content	Options are grouped into three questions.	TSC039	Content	Options collapsed into one question. In 87 and 93, options were grouped into three questions.	TSC032 & TSC034	Content	Options 4 and 5 crosswalk from 1987. Response options differ.
T0060									
T0061									
T0062									
T0063									
T0064	T0145	Exact		TSC038	Exact		TSC031	Exact	
T0065	T0105	Exact		FTPVT	Exact		TSC025	Exact	
T0066	T0110	Exact		PTPVT	Exact		TSC026	Exact	
T0067	T0090	Exact		TSC028	Exact				
T0068	T0095	Near		FTPUB	Near		TSC023	Near	
T0069	T0100	Near		PTPUB	Near		TSC024	Near	
T0070	T0170	Exact		TSC040	Exact		TSC043	Exact	
T0071	T0180	Exact		TSC042	Exact		TSC046	Exact	
T0072	T0175	Near		TSC041	Near		TSC044	Near	
T0073	T0185	Exact		TSC043	Content	Second major or a minor field of study combined.			
T0074	T0190	Near		TSC044	Content	Second major or a minor field of study combined.	TSC045	Near	
T0075	T0195	Exact		TSC043	Content	Second major or a minor field of study combined.			
T0076	T0200	Near		TSC044	Content	Second major or a minor field of study combined.	TSC045	Near	
T0077	T0205	Exact					TSC072	Exact	
T0078	T0210	Exact					TSC074	Exact	
T0079	T0215	Exact							
T0080	T0235	Exact		TSC045	Exact		TSC051	Exact	
T0081	T0240	Near		TSC046	Near		TSC052	Near	
T0082	T0245	Exact		TSC047	Exact		TSC054	Exact	
T0083	T0265	Near		TSC048	Near				
T0084	T0270	Exact		TSC049	Exact		TSC039	Exact	
T0085	T0275	Near		TSC050	Near		TSC040	Near	
T0086	T0280	Exact		TSC051	Exact		TSC042	Exact	
T0087	T0220	Exact					TSC047	Exact	
T0088	T0225	Near					TSC048	Near	
T0089	T0230	Exact					TSC050	Exact	
T0090	T0250	Exact					TSC055	Exact	
T0091	T0255	Near					TSC056	Near	

Private School Teacher Questionnaire (SASS-4B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0135									
T0136	T0700	Content	Does not include student teaching and asks about a formal program.	TSC110	Content	Does not include student teaching and asks about a formal program.			
T0137									
T0138									
T0139									
T0140									
T0141									
T0142									
T0143									
T0144									
T0145									
T0146									
T0147									
T0148									
T0149									
T0150									
T0151	T0560	Content	Options are mark all that apply.						
T0152									
T0153									
T0154									
T0155									
T0156									
T0157									
T0158									
T0159	T0610	Content	Different timeframe.						
T0160	T0615	Content	Different timeframe. Different scale.						
T0161									
T0162									
T0163									
T0164									
T0165	T0600	Content	Different timeframe.						
T0166	T0605	Content	Different timeframe. Different scale.						
T0167									
T0168	T0590	Content	Different timeframe.						
T0169	T0595	Content	Different timeframe. Different scale.						
T0170									
T0171	T0620	Content	Different timeframe.						

Private School Teacher Questionnaire (SASS-4B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0172	T0625	Content	Different timeframe. Different scale.						
T0173									
T0174									
T0175									
T0176									
T0177									
T0178									
T0179	T0665	Exact							
T0180	T0670	Exact							
T0181									
T0182	T0680	Content	Asks about tuition AND fees. Options are mark all that apply.						
T0184	T0675	Exact							
T0185	T0685	Content	Options are mark all that apply. Asks about support, not rewards.						
T0186									
T0187									
T0188									
T0189									
T0190									
T0191	T0710	Near		TSC112	Near		TSC156	Near	
T0192	T0715	Exact		TSC113	Exact		TSC140	Exact	
T0193	T0720	Exact		TSC114	Exact		TSC141	Exact	
T0194	T0725	Exact		TSC115	Exact		TSC142	Exact	
T0195	T0730	Exact		TSC116	Exact		TSC143	Exact	
T0196	T0735	Exact		TSC117	Exact		TSC144	Exact	
T0197	T0740	Exact		TSC118	Exact		TSC145	Exact	
T0198	T0745	Exact		TSC119	Exact		TSC146	Exact	
T0199	T0750	Exact		TSC120	Exact		TSC147	Exact	
T0200	T0755	Exact		TSC121	Exact		TSC148	Exact	
T0201	T0760	Exact		TSC122	Exact		TSC149	Exact	
T0202	T0765	Exact		TSC123	Exact		TSC150	Exact	
T0203	T0770	Exact		TSC124	Exact		TSC151	Exact	
T0204	T0775	Exact		TSC125	Exact		TSC152	Exact	
T0205	T0780	Exact		TSC126	Exact		TSC153	Exact	
T0206	T0790	Exact		TSC128	Exact		TSC157	Content	Response options differ.
T0207									
T0208	T0795	Near		TSC129	Near		TSC158	Near	
T0209	T0800	Exact		TSC130	Exact		TSC159	Exact	
T0210	T0805	Exact		TSC131	Exact		TSC160	Exact	
T0211	T0810	Exact		TSC132	Exact		TSC161	Exact	
T0212	T0815	Exact		TSC133	Exact		TSC162	Exact	
T0213	T0820	Exact		TSC136	Exact			Exact	

Private School Teacher Questionnaire (SASS-4B) Crosswalk									
1999–2000	1993–94			1990–91			1987–88		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0264									
T0265									
T0266									
T0267									
T0268									
T0269									
T0270									
T0271									
T0272									
T0273	T0990	Exact		TSC219	Exact		TSC234	Exact	
T0274									
T0275									
T0276	T0995	Near		TSC220	Near		TSC235	Near	
T0277	T1000	Near		TSC221	Near		TSC236	Near	
T0278	T1005	Exact							
T0279	T1010	Exact							
T0280	T1325	Exact							
T0281	T1330	Exact							
T0282	T1335	Near							
T0283	T1340	Exact							
T0284	T1345	Exact							
T0285	T1350	Near							
T0286									
T0287	T1040	Exact		TSC247	Exact		TSC278	Exact	
T0288	T1020	Near		TSC245	Near		TSC276	Near	
T0289	T1035	Exact							
T0290	T1025	Exact							
T0291	T1015	Exact		TSC244	Exact		TSC275	Exact	
T0292	T1030	Exact							
T0293	T1045	Exact		TSC248	Exact		TSC279	Exact	
T0294	T1050	Exact		TSC249	Exact		TSC280	Exact	
T0295	T1055	Exact		TSC250	Exact		TSC281	Exact	
T0296	T1060	Exact		TSC251	Exact				
T0297	T1065	Exact		TSC252	Exact		TSC282	Exact	
T0298	T1070	Exact		TSC253	Exact		TSC283	Exact	
T0299	T1200	Exact					TSC239	Exact	
T0300	T1205	Exact					TSC240	Exact	
T0301	T1210	Exact					TSC241	Exact	
T0302	T1215	Exact		TSC226	Exact		TSC242	Exact	
T0303	T1225	Exact					TSC244	Exact	
T0304	T1230	Exact					TSC245	Exact	
T0305	T1240	Exact					TSC247	Exact	
T0306	T1245	Exact		TSC227	Exact		TSC248	Exact	
T0307	T1250	Exact					TSC249	Exact	
T0308	T1255	Exact		TSC228	Exact		TSC250	Exact	
T0309	T1260	Exact					TSC251	Exact	
T0311	T1270	Exact					TSC253	Exact	
T0312	T1275	Exact					TSC254	Exact	
T0313									
T0314									
T0315	T1285	Exact					TSC256	Exact	

Indian School Teacher Questionnaire (SASS-4C) Crosswalk			
1999–2000	1993–94		
Variable name	Variable name	Match	Comments
T0050	T0015	Near	
T0051	T0020	Near	
T0053	T0025	Exact	
T0054	T0030	Exact	
T0059	T0150 & T0160	Content	Options were grouped into three questions.
T0064	T0145	Exact	
T0065	T0105	Exact	
T0066	T0110	Exact	
T0067	T0090	Exact	
T0068	T0095	Near	
T0069	T0100	Near	
T0070	T0170	Exact	
T0071	T0180	Exact	
T0072	T0175	Near	
T0073	T0185	Exact	
T0074	T0190	Near	
T0075	T0195	Exact	
T0076	T0200	Near	
T0077	T0205	Exact	
T0078	T0210	Exact	
T0079	T0215	Exact	
T0080	T0235	Exact	
T0081	T0240	Near	
T0082	T0245	Exact	
T0083	T0265	Near	
T0084	T0270	Exact	
T0085	T0275	Near	
T0086	T0280	Exact	
T0087	T0220	Exact	
T0088	T0225	Near	
T0089	T0230	Exact	
T0090	T0250	Exact	
T0091	T0255	Near	
T0092	T0260	Exact	
T0093	T0285	Exact	
T0094	T0290	Near	
T0095	T0295	Exact	
T0096			
T0097			
T0098			
T0099	T0300	Exact	
T0100	T0305	Near	
T0101	T0310	Exact	
T0102	T0315	Near	
T0103	T0335	Exact	
T0104	T0340	Near	
T0105			
T0106			
T0107			
T0108			
T0109	T0325	Near	

Indian School Teacher Questionnaire (SASS-4C) Crosswalk			
1999–2000		1993–94	
Variable name	Variable name	Match	Comments
T0110	T0330	Near	
T0111	T0350	Near	
T0112	T0355	Near	
T0113	T0365	Near	
T0114	T0370	Near	
T0115	T0375	Near	
T0116	T0380	Near	
T0117	T0385	Near	
T0118	T0390	Near	
T0119	T0395	Near	
T0120			
T0121			
T0122	T0055	Near	
T0123			
T0124			
T0125			
T0126			
T0127			
T0128			
T0129			
T0130			
T0131			
T0132			
T0133			
T0134			
T0135			
T0136	T0700	Content	Specifies to not include student teaching and asks about a formal program.
T0137			
T0138			
T0139			
T0140			
T0141			
T0142			
T0143			
T0144			
T0145			
T0146			
T0147			
T0148			
T0149			
T0150			
T0151	T0560	Content	Options are mark all that apply.
T0152			
T0153			
T0154			
T0155			
T0156			
T0157			
T0158			
T0159	T0610	Content	Different timeframe.
T0160	T0615	Content	Different timeframe. Different scale.

Indian School Teacher Questionnaire (SASS-4C) Crosswalk			
1999–2000	1993–94		
Variable name	Variable name	Match	Comments
T0161			
T0162			
T0163			
T0164			
T0165	T0600	Content	Different timeframe.
T0166	T0605	Content	Different timeframe. Different scale.
T0167			
T0168	T0590	Content	Different timeframe.
T0169	T0595	Content	Different timeframe. Different scale.
T0170			
T0171	T0620	Content	Different timeframe.
T0172	T0625	Content	Different timeframe. Different scale.
T0173			
T0174			
T0175			
T0176			
T0177			
T0178			
T0179	T0665	Exact	
T0180	T0670	Exact	
T0181			
T0182	T0680	Content	Asks about tuition AND fees. Options are mark all that apply.
T0183	T0680	Content	Asks about tuition AND fees. Options are mark all that apply.
T0184	T0675	Exact	
T0185	T0685	Content	Options are mark all that apply. Asks about support, not rewards.
T0186			
T0187			
T0188			
T0189			
T0190			
T0191	T0710	Near	
T0192	T0715	Exact	
T0193	T0720	Exact	
T0194	T0725	Exact	
T0195	T0730	Exact	
T0196	T0735	Exact	
T0197	T0740	Exact	
T0198	T0745	Exact	
T0199	T0750	Exact	
T0200	T0755	Exact	
T0201	T0760	Exact	
T0202	T0765	Exact	
T0203	T0770	Exact	
T0204	T0775	Exact	
T0205	T0780	Exact	
T0206	T0790	Exact	
T0207			
T0208	T0795	Near	
T0209	T0800	Exact	
T0210	T0805	Exact	
T0211	T0810	Exact	

Indian School Teacher Questionnaire (SASS-4C) Crosswalk			
1999–2000	1993–94		
Variable name	Variable name	Match	Comments
T0212	T0815	Exact	
T0213	T0820	Exact	
T0214, T0216, T0218, T0220, T0222, T0224, T0226, T0228, T0230, T0232, T0234, T0236, T0238, T0240, & T0242	T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, & T0965	Near	Allowed for 15 responses.
T0215, T0217, T0219, T0221, T0223, T0225, T0227, T0229, T0231, T0233, T0235, T0237, T0239, T0241, & T0243	T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, & T0970	Near	Allowed for 15 responses.
T0216	T0835	Near	
T0217	T0840	Near	
T0218	T0845	Near	
T0219	T0850	Near	
T0220	T0855	Near	
T0221	T0860	Near	
T0222	T0865	Near	
T0223	T0870	Near	
T0224	T0875	Near	
T0225	T0880	Near	
T0226	T0885	Near	
T0227	T0890	Near	
T0228	T0895	Near	
T0229	T0900	Near	
T0230	T0905	Near	
T0231	T0910	Near	
T0232	T0915	Near	
T0233	T0920	Near	
T0234	T0925	Near	
T0235	T0930	Near	
T0236	T0935	Near	
T0237	T0940	Near	
T0238	T0945	Near	
T0239	T0950	Near	
T0240	T0955	Near	
T0241	T0960	Near	
T0242	T0965	Near	
T0243	T0970	Near	
T0244			
T0245			
T0246			
T0247			
T0248			
T0249	T1585 & T1590	Content	Asks for percentage instead of number.
T0250	T1580	Content	Only of those who teach LEP students.

Indian School Teacher Questionnaire (SASS-4C) Crosswalk			
1999–2000	1993–94		
Variable name	Variable name	Match	Comments
T0251	T0430	Near	
T0252			
T0253			
T0254			
T0255			
T0256			
T0257			
T0258			
T0259			
T0260			
T0261			
T0262			
T0263			
T0264			
T0265			
T0266			
T0267			
T0268			
T0269			
T0270			
T0271			
T0272			
T0273	T0990	Exact	
T0274			
T0275			
T0276	T0995	Near	
T0277	T1000	Near	
T0278	T1005	Exact	
T0279	T1010	Exact	
T0280	T1325	Exact	
T0281	T1330	Exact	
T0282	T1335	Near	
T0283	T1340	Exact	
T0284	T1345	Exact	
T0285	T1350	Near	
T0286			
T0287	T1040	Exact	
T0288	T1020	Near	
T0289	T1035	Exact	
T0290	T1025	Exact	
T0291	T1015	Exact	
T0292	T1030	Exact	
T0293	T1045	Exact	
T0294	T1050	Exact	
T0295	T1055	Exact	
T0296	T1060	Exact	
T0297	T1065	Exact	
T0298	T1070	Exact	
T0299	T1200	Exact	
T0300	T1205	Exact	
T0301	T1210	Exact	

Indian School Teacher Questionnaire (SASS-4C) Crosswalk			
1999–2000	1993–94		
Variable name	Variable name	Match	Comments
T0302	T1215	Exact	
T0303	T1225	Exact	
T0304	T1230	Exact	
T0305	T1240	Exact	
T0306	T1245	Exact	
T0307	T1250	Exact	
T0308	T1255	Exact	
T0309	T1260	Exact	
T0311	T1270	Exact	
T0312	T1275	Exact	
T0313			
T0314			
T0315	T1285	Exact	
T0316	T1290	Exact	
T0317	T1300	Exact	
T0318	T1305	Exact	
T0319	T1310	Exact	
T0320			
T0321	T1075	Exact	
T0322	T1080	Exact	
T0323	T1085	Exact	
T0324	T1090	Exact	
T0325	T1095	Exact	
T0326	T1100	Exact	
T0327	T1105	Exact	
T0328	T1110	Exact	
T0329	T1115	Exact	
T0330	T1120	Exact	
T0331	T1125	Exact	
T0332	T1135	Exact	
T0333	T1140	Exact	
T0334	T1145	Exact	
T0335	T1155	Exact	
T0336	T1165	Exact	
T0337	T1175	Exact	
T0338	T1185	Exact	
T0339	T1320	Exact	
T0340	T1370	Exact	
T0341	T1390	Exact	
T0342	T1395	Exact	
T0343	T1400	Exact	
T0344	T1405	Exact	
T0345	T1410	Exact	
T0346	T1415	Exact	
T0347	T1420	Exact	
T0348	T1425	Exact	
T0349	T1430	Exact	
T0350	T1450	Exact	
T0351	T1455	Exact	
T0352	T1435	Exact	
T0353	T1440	Exact	

Indian School Teacher Questionnaire (SASS-4C) Crosswalk			
1999–2000	1993–94		
Variable name	Variable name	Match	Comments
T0354	T1445	Exact	
T0355	T0695	Exact	
T0356	T1525	Exact	
T0357	T1530	Exact	
T0358	T1535	Exact	
T0359	T1540	Exact	
T0360	T1545	Exact	
T0361	T1610	Near	
T0362			
T5059			
T5061			
T5063			
T5072	T0175	Near	
T5074	T0190	Near	
T5076	T0200	Near	
T5077	T0205	Near	
T5078	T0210	Near	
T5081	T0240	Near	
T5085	T0275	Near	
T5088	T0225	Near	
T5091	T0255	Near	
T5094	T0290	Near	
T5097			
T5100	T0305	Near	
T5102	T0315	Near	
T5106			
T5108			
T5110	T0330	Near	
T5121			
T5177			
T5214	T0825	Near	
T5216	T0835	Near	
T5218	T0845	Near	
T5220	T0855	Near	
T5222	T0865	Near	
T5224	T0875	Near	
T5226	T0885	Near	
T5228	T0895	Near	
T5230	T0905	Near	
T5232	T0915	Near	
T5234	T0925	Near	
T5236	T0935	Near	
T5238	T0945	Near	
T5240	T0955	Near	
T5242	T0965	Near	
T5272			
T9061	no number	Exact	

Public School Library Media Center Questionnaire (LS-1A) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
M0052	M130	Exact	
M0096	M047	Near	
M0097	M048	Near	
M0098	M049	Near	
M0099			
M0100			
M0101			
M0102	M108	Near	
M0103	M109	Near	
M0104	M112	Near	
M0105	M116	Content	Asks only of video laser disc.
M0106			
M0107			
M0108			
M0109			
M0110			
M0111			
M0112			
M0113			
M0114			
M0115			
M0116			
M0117			
M0118			
M0119			
M0120			
M0121			
M0122			
M0123			
M0124			
M0125			
M0126			
M0127			
M0128			
M0129			
M0130			
M0131			
M0132			
M0133	M118	Content	Asks if school has this equipment or service.
M0134	M119	Content	Asks if school has this equipment or service.
M0135	M120	Content	Asks if school has this equipment or service.
M0137			
M0136	M121	Content	Asks if school has this equipment or service.
M0138			
M0139	M122	Near	
M0140	M123	Near	
M0141	M124	Near	
M0142	M125	Near	
M0143			
M0144			
M0053	M131	Exact	

Public School Library Media Center Questionnaire (LS-1A) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
M0145	M128	Exact	
M0146			
M0147			
M0148	M127	Exact	
M0149	M051	Near	
M0150	M050	Near	
M0151	M052	Content	Includes only locally budgeted expenditures.
M0152	M057	Content	Does not include DVD.
M0153	M056	Content	Does not include DVD.
M0154	M058	Content	Includes only locally budgeted expenditures. Does not include DVD.
M0155	M066	Near	
M0156	M065	Near	
M0157	M067	Content	Includes only locally budgeted expenditures.
M0158	M054	Near	
M0159	M053	Near	
M0160	M055	Content	Includes only locally budgeted expenditures.
M0161			
M0162			
M0163			
M0164	M068	Near	
M0165	M072	Content	Asks one question for all reference books.
M0166			
M0167	M072	Content	Asks one question for all reference books.
M0168			
M0169			
M0170			
M0171			
M0172			
M0173			
M0174	M069	Content	Does not exclude communications equipment.
M0175	M070	Near	
M0176	M143	Exact	
M0177	M144	Content	Includes “other” option.
M0178	M145	Content	Question is mark all that apply.
M0179	M146	Content	Question is mark all that apply.
M0180	M148	Content	Question is mark all that apply. Included in “other” option.
M0181	M148	Content	Question is mark all that apply. Included in “other” option.
M0182	M148	Content	Options are mark all that apply. Included in “other” option.
M0183	M147	Content	Question is mark all that apply.
M0184	M149	Content	Asks if students are allowed to check out books only during scheduled times.
M0185			
M0186			
M0187			
M0188			
M0189	M150	Near	
M0190	M151	Content	Includes multiple classes.
M0191	M152	Exact	
M0192			
M0193			
M0194	M154	Near	
M0195	M155	Near	

Public School Library Media Center Questionnaire (LS-1A) Crosswalk			
1999–2000		1993–1994	
Variable name	Variable name	Match	Comments
M0196	M156	Content	Does not include “may not borrow” or “varies by grade level” option.
M0197	M157	Content	Asks how many students are allowed to borrow.
M0198	M158	Content	Asks how many students are allowed to borrow.
M0199	M159	Content	Asks how many students are allowed to borrow.
M0200	M160	Content	Asks how many students are allowed to borrow.
M0201	M161	Content	Asks how many students are allowed to borrow.
M0202			
M0203			
M0204	M162	Exact	
M0205	M163	Exact	
M0206	M164	Exact	
M0207			
M0208			
M0209			
M0210			
M0211			
M0212			
M0213			
M0214			
M0215			
M0216			
M0217			
M0054	M132	Near	
M0055	M133	Near	
M0056	M134	Near	
M0057	M139	Near	
M0058	M135 & M136	Content	Production areas for teachers only.
M0059	M137	Near	Production areas for teachers only.
M0060	M138	Near	
M0218			
M0219			
M0221			
M0220			
M0222	M167	Near	
M0061			
M0062	M142	Near	
M0072			
M0071			
M0073			
M0074			
M0075			
M0070			
M0078	M020	Near	
M0077	M019	Near	
M0079	M021	Near	
M0080	M022 & M023	Content	Asks different questions for 1/4–1/2 and less than 1/4 time.
M0081	M024	Near	
M0076	M018	Content	Asked of all respondents.
M0084	M013	Near	
M0083	M012	Near	
M0085	M014	Near	

Public School Library Media Center Questionnaire (LS-1A) Crosswalk			
1999–2000		1993–1994	
Variable name	Variable name	Match	Comments
M0086	M015 & M016	Content	Asks different questions for 1/4–1/2 and less than 1/4 time.
M0087	M017	Near	
M0082	M011	Content	Asked of all respondents.
M0088			
M0089	M043	Near	
M0090			
M0091	M044	Content	Asked only they if reported staff members with master’s or doctoral degrees.
M0092	M045	Content	Asked only they if reported staff members with master’s or doctoral degrees.
M0093	M046	Near	
M0094	M041	Near	
M0095	M040	Near	
M0050			
M0051			

Private School Library Media Center Questionnaire (LS-1B) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
M0052	M130	Exact	
M0089	M043	Near	
M0090			
M0091	M044	Content	Asked only they if reported staff members with master’s or doctoral degrees.
M0092	M045	Content	Asked only they if reported staff members with master’s or doctoral degrees.
M0093	M046	Near	
M0094	M041	Near	
M0095	M040	Near	
M0096	M047	Near	
M0097	M048	Near	
M0098	M049	Near	
M0099			
M0102	M108	Near	
M0103	M109	Near	
M0104	M112	Near	
M0105	M116	Content	Asks only of video laser disc.
M0106			
M0107			
M0108			
M0109			
M0111			
M0112			
M0113			
M0114			
M0116			
M0117			
M0118			
M0119			
M0121			
M0122			
M0123			
M0124			
M0126			
M0127			
M0128			
M0129			
M0131			
M0132			
M0133	M118	Content	Asks if school has this equipment or service.
M0134	M119	Content	Asks if school has this equipment or service.
M0135	M120	Content	Asks if school has this equipment or service.
M0137			
M0136	M121	Content	Asks if school has this equipment or service.
M0138			
M0139	M122	Near	
M0140	M123	Near	
M0141	M124	Near	
M0142	M125	Near	
M0143			
M0144			
M0053	M131	Exact	

Private School Library Media Center Questionnaire (LS-1B) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
M0145	M128	Exact	
M0146			
M0147			
M0148	M127	Exact	
M0149	M051	Near	
M0150	M050	Near	
M0151	M052	Content	Includes only locally budgeted expenditures.
M0152	M057	Content	Does not include DVD.
M0153	M056	Content	Does not include DVD.
M0154	M058	Content	Includes only locally budgeted expenditures. Does not include DVD.
M0155	M066	Near	
M0156	M065	Near	
M0157	M067	Content	Includes only locally budgeted expenditures.
M0158	M054	Near	
M0159	M053	Near	
M0160	M055	Content	Includes only locally budgeted expenditures.
M0161			
M0162			
M0163			
M0164	M068	Near	
M0165	M072	Content	Asks one question for all reference books.
M0166			
M0167	M072	Content	Asks one question for all reference books.
M0168			
M0169			
M0170			
M0171			
M0172			
M0173			
M0174	M069	Content	Does not exclude communications equipment.
M0175	M070	Near	
M0176	M143	Exact	
M0177	M144	Content	Includes “other” option.
M0178	M145	Content	Question is mark all that apply.
M0179	M146	Content	Question is mark all that apply.
M0180	M148	Content	Question is mark all that apply. Included in “other” option.
M0181	M148	Content	Question is mark all that apply. Included in “other” option.
M0183	M147	Content	Question is mark all that apply.
M0184	M149	Content	Asks if students are allowed to check out books only during scheduled times.
M0185			
M0186			
M0187			
M0188			
M0189	M150	Near	
M0190	M151	Content	Includes multiple classes.
M0191	M152	Exact	
M0192			
M0193			
M0194	M154	Near	
M0195	M155	Near	
M0196	M156	Content	Does not include “may not borrow” or “varies by grade level” option.

Private School Library Media Center Questionnaire (LS-1B) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
M0197	M157	Content	Asks how many students are allowed to borrow.
M0198	M158	Content	Asks how many students are allowed to borrow.
M0199	M159	Content	Asks how many students are allowed to borrow.
M0200	M160	Content	Asks how many students are allowed to borrow.
M0201	M161	Content	Asks how many students are allowed to borrow.
M0202			
M0203			
M0204	M162	Exact	
M0205	M163	Exact	
M0206	M164	Exact	
M0207			
M0208			
M0209			
M0210			
M0211			
M0212			
M0213			
M0214			
M0215			
M0216			
M0217			
M0054	M132	Near	
M0055	M133	Near	
M0056	M134	Near	
M0057	M139	Near	
M0058	M135 & M136	Content	Production areas for teachers only.
M0059	M137	Near	Production areas for teachers only.
M0060	M138	Near	
M0221			
M0222	M167	Near	
M0061			
M0062	M142	Near	
M0063	M032	Exact	
M0066	M035	Near	
M0065	M034	Near	
M0067	M036	Near	
M0068	M037 & M038	Content	Asks different questions for 1/4–1/2 and less than 1/4 time.
M0069	M039	Near	
M0064	M033	Content	None box for number of employees in 93.
M0072			
M0071			
M0073			
M0074			
M0075			
M0070			
M0078	M020	Near	
M0077	M019	Near	
M0079	M021	Near	
M0080	M022 & M023	Content	Asks different questions for 1/4–1/2 and less than 1/4 time.
M0081	M024	Near	
M0076	M018	Content	Asked of all respondents.

Private School Library Media Center Questionnaire (LS-1B) Crosswalk			
1999–2000		1993–1994	
Variable name	Variable name	Match	Comments
M0084	M013	Near	
M0083	M012	Near	
M0085	M014	Near	
M0086	M015 & M016	Content	Asks different questions for 1/4–1/2 and less than 1/4 time.
M0087	M017	Near	
M0082	M011	Content	Asked of all respondents.
M0088			
M0050			
M0051			

Indian School Library Media Center Questionnaire (LS-1C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
M0052	M130	Exact	
M0096	M047	Near	
M0097	M048	Near	
M0098	M049	Near	
M0099			
M0102	M108	Near	
M0103	M109	Near	
M0104	M112	Near	
M0105	M116	Content	Asks only of video laser disc.
M0106			
M0107			
M0108			
M0109			
M0111			
M0112			
M0113			
M0114			
M0116			
M0117			
M0118			
M0119			
M0121			
M0122			
M0123			
M0124			
M0126			
M0127			
M0128			
M0129			
M0131			
M0132			
M0133	M118	Content	Asks if school has this equipment or service.
M0134	M119	Content	Asks if school has this equipment or service.
M0135	M120	Content	Asks if school has this equipment or service.
M0137			
M0136	M121	Content	Asks if school has this equipment or service.
M0138			
M0139	M122	Near	
M0140	M123	Near	
M0141	M124	Near	
M0142	M125	Near	
M0143			
M0144			
M0145	M128	Exact	
M0146			
M0147			
M0053	M131	Exact	
M0148	M127	Exact	
M0149	M051	Near	
M0150	M050	Near	
M0151	M052	Content	Includes only locally budgeted expenditures.

Indian School Library Media Center Questionnaire (LS-1C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
M0152	M057	Content	Does not include DVD.
M0153	M056	Content	Does not include DVD.
M0154	M058	Content	Includes only locally budgeted expenditures. Does not include DVD.
M0155	M066	Near	
M0156	M065	Near	
M0157	M067	Content	Includes only locally budgeted expenditures.
M0158	M054	Near	
M0159	M053	Near	
M0160	M055	Content	Includes only locally budgeted expenditures.
M0161			
M0162			
M0163			
M0164	M068	Near	
M0165	M072	Content	Asks one question for all reference books.
M0166			
M0167	M072	Content	Asks one question for all reference books.
M0168			
M0169			
M0170			
M0171			
M0172			
M0173			
M0174	M069	Content	Does not exclude communications equipment.
M0175	M070	Near	
M0176	M143	Exact	
M0177	M144	Content	Includes “other” option.
M0178	M145	Content	Question is mark all that apply.
M0179	M146	Content	Question is mark all that apply.
M0180	M148	Content	Question is mark all that apply. Included in “other” option.
M0181	M148	Content	Question is mark all that apply. Included in “other” option.
M0183	M147	Content	Question is mark all that apply.
M0184	M149	Content	Asks if students are allowed to check out books only during scheduled times.
M0185			
M0186			
M0187			
M0188			
M0189	M150	Near	
M0190	M151	Content	Includes multiple classes.
M0191	M152	Exact	
M0192			
M0193			
M0194	M154	Near	
M0195	M155	Near	
M0196	M156	Content	Does not include “may not borrow” or “varies by grade level” option.
M0197	M157	Content	Asks how many students are allowed to borrow.
M0198	M158	Content	Asks how many students are allowed to borrow.
M0199	M159	Content	Asks how many students are allowed to borrow.
M0200	M160	Content	Asks how many students are allowed to borrow.
M0201	M161	Content	Asks how many students are allowed to borrow.
M0202			
M0203			

Indian School Library Media Center Questionnaire (LS-1C) Crosswalk			
1999–2000	1993–1994		
Variable name	Variable name	Match	Comments
M0204	M162	Exact	
M0205	M163	Exact	
M0206	M164	Exact	
M0207			
M0208			
M0209			
M0210			
M0211			
M0212			
M0213			
M0214			
M0215			
M0216			
M0217			
M0221			
M0054	M132	Near	
M0055	M133	Near	
M0056	M134	Near	
M0057	M139	Near	
M0058	M135 & M136	Content	Production areas for teachers only.
M0059	M137	Near	Production areas for teachers only.
M0060	M138	Near	
M0222	M167	Near	
M0061			
M0062	M142	Near	
M0072			
M0071			
M0073			
M0074			
M0075			
M0070			
M0078	M020	Near	
M0077	M019	Near	
M0079	M021	Near	
M0080	M022 & M023	Content	Asks different questions for 1/4–1/2 and less than 1/4 time.
M0081	M024	Near	
M0076	M018	Content	Asked of all respondents.
M0084	M013	Near	
M0083	M012	Near	
M0085	M014	Near	
M0086	M015 & M016	Content	Asks different questions for 1/4–1/2 and less than 1/4 time.
M0087	M017	Near	
M0082	M011	Content	Asked of all respondents.
M0088			
M0089	M043	Near	
M0090			
M0091	M044	Content	Asked only they if reported staff members with master's or doctoral degrees.
M0092	M045	Content	Asked only they if reported staff members with master's or doctoral degrees.
M0093	M046	Near	
M0094	M041	Near	
M0095	M040	Near	

Indian School Library Media Center Questionnaire (LS-1C) Crosswalk			
1999–2000		1993–1994	
Variable name	Variable name	Match	Comments
M0050			
M0051			

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private School Questionnaires and on Public District or Library Questionnaires					
Private, Charter, or BIA variable name	Public variable name	Private/Public match	Indian/Public match	Charter/Public match	Charter/Public comments
S0470	D0470	Near	Near	Near	
S0477	D0477	Exact	Exact	Near	
S0479	D0479	Exact	Exact	Near	
S0480	D0480	Exact	Exact	Near	
S0481	D0481	Exact	Exact	Near	
S0482	D0482	Exact	Exact	Near	
S0483	D0483	Exact	Exact	Near	
S0484	D0484	Near	Near	No match	
S0485	D0485	Exact	Exact	Near	
S0486	D0486	Exact	Exact	Near	
S0487	D0487	Near	Near	Near	
S0488	D0488	Near	Near	Near	
S0489	D0489	Near	Near	Near	
S0490	D0490	Near	Near	Near	
S0491	D0491	Near	Near	Near	
S0492	D0492	Near	Near	Near	
S0493	D0493	Near	Near	Near	
S0494	D0494	Near	Near	Near	
S0495	D0495	Near	Near	Near	
S0497	D0497	No match	No match	Near	
S0498	D0498	No match	No match	Near	
S0499	D0499	Near	Near	Near	
S0500	D0500	Exact	Exact	Exact	
S0501	D0501	Exact	Exact	Exact	
S0502	D0502	Exact	Exact	Exact	
S0503	D0503	Exact	Exact	Exact	
S0504	D0504	Exact	Exact	Exact	
S0505	D0505	Exact	Exact	Exact	
S0506	D0506	Exact	Exact	Exact	
S0507	D0507	Near	Near	Near	
S0508	D0508	Near	Near	Near	
S0509	D0509	Near	Near	Near	
S0510	D0510	Near	Near	Near	
S0511	D0511	Near	Near	Near	
S0512	D0512	Near	Near	Near	
S0513	D0513	Near	Near	Near	
S0515	D0515	Near	Near	Near	
S0516	D0516	Near	Near	Near	
S0517	D0517	Near	Near	Near	
S0518	D0518	Near	Near	Near	
S0519	D0519	Near	Near	Near	
S0520	D0520	Near	Near	Near	
S0521	D0521	Near	Near	Near	
S0522	D0522	Near	Near	Near	
S0524	D0524	No match	No match	Near	
S0525	D0525	No match	No match	Near	
S0526	D0526	No match	No match	Near	
S0527	D0527	No match	No match	Near	
S0528	D0528	No match	No match	Near	

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private School Questionnaires and on Public District or Library Questionnaires					
Private, Charter, or BIA variable name	Public variable name	Private/Public match	Indian/Public match	Charter/Public match	Charter/Public comments
S0529	D0529	No match	No match	Near	
S0530	D0530	No match	No match	Near	
S0531	D0531	No match	No match	Near	
S0532	D0532	No match	No match	Near	
S0540	D0540	No match	No match	Near	
S0541	D0541	No match	No match	Near	
S0574	D0574	Near	Near	Near	
S0575	D0575	Exact	Exact	Exact	
S0576	D0576	Exact	Exact	Exact	
S0577	D0577	Exact	Exact	Exact	
S0578	D0578	Exact	Exact	Exact	
S0579	D0579	Exact	Exact	Exact	
S0580	D0580	Exact	Exact	Exact	
S0581	D0581	Exact	Exact	Exact	
S0582	D0582	Exact	Exact	Exact	
S0583	D0583	Near	Near	Near	
S0584	D0584	Near	Near	Near	
S0585	D0585	Near	Near	Near	
S0587	D0587	Near	No match	No match	
S0588	D0588	Near	No match	No match	
S0589	D0589	Near	No match	No match	
S0590	D0590	Near	No match	No match	
S0591	D0591	Near	No match	No match	
S0592	D0592	Near	No match	No match	
S0593	D0593	Near	No match	No match	
S0594	D0594	Near	No match	No match	
S0595	D0595	Near	No match	No match	
S0596	D0596	Near	No match	No match	
S0597	D0597	Near	No match	No match	
S0598	D0598	Near	No match	No match	
S0599	D0599	Near	Near	Near	
S0600	D0600	Near	Near	Near	
S0601	D0601	Near	Near	Near	
S0603	D0603	Near	Near	Near	
S0604	D0604	No match	Near	Near	
S0605	D0605	Near	Near	Near	
S0606	D0606	Near	Near	Near	
S0607	D0607	Near	Near	Near	
S0608	D0608	Near	Near	Near	
S0609	D0609	Near	Near	Near	
S0610	D0610	Near	Near	Near	
S0611	D0611	Near	Near	Near	
S0612	D0612	Near	Near	Near	
S0613	D0613	Near	Near	Near	
S0615	D0615	Near	Near	Near	
S0616	D0616	Near	Near	Near	
S0617	D0617	Near	Near	Near	
S0618	D0618	Near	Near	Near	
S0619	D0619	Near	Near	Near	

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private School Questionnaires and on Public District or Library Questionnaires					
Private, Charter, or BIA variable name	Public variable name	Private/Public match	Indian/Public match	Charter/Public match	Charter/Public comments
S0620	D0620	Near	Near	Near	
S0621	D0621	Near	Near	Near	
S0622	D0622	Near	Near	Near	
S0623	D0623	Near	Near	Near	
S0624	D0624	Near	Near	Near	
S0625	D0625	Near	Near	Near	
S0626	D0626	Near	Near	Near	
S0627	D0627	Near	Near	Near	
S0628	D0628	Near	Near	Near	
S0629	D0629	Near	Near	Near	
S0630	D0630	Near	Near	Near	
S0631	D0631	Near	Near	Near	
S0632	D0632	Near	Near	Near	
S0633	D0633	Near	Near	Near	
S0634	D0634	Near	Near	Near	
S0635	D0635	Near	Near	Near	
S0636	D0636	Near	Near	Near	
S0637	D0637	Near	Near	Near	
S0638	D0638	Near	Near	Near	
S0639	D0639	Near	Near	Near	
S0640	D0640	Near	Near	Near	
S0806	M0070	No match	No match	Near	
S0808	M0071	No match	No match	Near	
S0809	M0072	No match	No match	Near	
S0810	M0073	No match	No match	Near	
S0811	M0074	No match	No match	Near	
S0807	M0075	No match	No match	Near	
S0812	M0076	No match	No match	Near	
S0814	M0077	No match	No match	Near	
S0815	M0078	No match	No match	Near	
S0816	M0079	No match	No match	Near	
S0817	M0080	No match	No match	Near	
S0813	M0081	No match	No match	Near	
S0818	M0082	No match	No match	Near	
S0820	M0083	No match	No match	Near	
S0821	M0084	No match	No match	Near	
S0822	M0085	No match	No match	Near	
S0823	M0086	No match	No match	Near	
S0819	M0087	No match	No match	Near	
S0824	M0096	No match	No match	Exact	
S0825	M0097 & M0098	No match	No match	Content	Charter combines adult and student volunteers.
S0827	M0149	No match	No match	Content	Public refers to total number held.
S0828	M0158	No match	No match	Content	Public refers to total number held.
S0826	M0194	No match	No match	Exact	

Across 1999–2000 Questionnaires:									
Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/ Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/ Indian comments	Private/ Charter match	Private/ Charter comments	Indian/ Charter
A0050	Exact		Exact	Exact	Exact		Exact		Exact
A0051	Exact		Exact	Exact	Exact		Exact		Exact
A0052	Near		Exact	Near	Near		Near		Near
A0053	Near		Exact	Near	Near		Near		Near
A0054	Near		Exact	Near	Near		Near		Near
A0055	Near		Exact	Near	Near		Near		Near
A0056	Near		Exact	Near	Near		Near		Near
A0057	Near		Exact	Near	Near		Near		Near
A0058	Near		Exact	Near	Near		Near		Near
A0059	Near		Exact	Near	Near		Near		Near
A0060	Near		Exact	Near	Near		Near		Near
A0061	Near		Exact	Near	Near		Near		Near
A0062	Near		Exact	Near	Near		Near		Near
A0063	Near		Exact	Near	Near		Near		Near
A0064	Near		Exact	Near	Near		Near		Near
A0065	Near		Exact	Near	Near		Near		Near
A0066	No match		Exact	Exact	No match		No match		Exact
A0067	Near		Exact	Exact	Near		Near		Exact
A0068	Near		Exact	Exact	Near		Near		Exact
A0069	Near		Exact	Exact	Near		Near		Exact
A0070	Exact		Exact	Exact	Exact		Exact		Exact
A0071	Exact		Exact	Exact	Exact		Exact		Exact
A0072	Exact		Exact	Exact	Exact		Exact		Exact
A0073	Exact		Exact	Exact	Exact		Exact		Exact
A0074	Exact		Exact	Exact	Exact		Exact		Exact
A0075	Exact		Exact	Exact	Exact		Exact		Exact
A0076	No match		No match	Exact	No match		No match		No match
A0077	Near		Exact	Exact	Near		Near		Exact
A0078	No match		No match	Exact	No match		No match		No match
A0079	Near		Exact	Near	Near		Near		Near
A0080	Exact		Exact	Exact	Exact		Exact		Exact
A0081	Exact		Exact	Exact	Exact		Exact		Exact
A0082	No match		Exact	Exact	No match		No match		Exact
A0083	Exact		Exact	Exact	Exact		Exact		Exact
A0084	No match		No match	Exact	No match		No match		No match
A0085	Near		Exact	Exact	Near		Near		Exact
A0086	No match		No match	Exact	No match		No match		No match
A0087	Near		Exact	Near	Near		Near		Near
A0088	Exact		Exact	Exact	Exact		Exact		Exact
A0089	Exact		Exact	Exact	Exact		Exact		Exact
A0090	No match		Exact	Exact	No match		No match		Exact
A0091	Exact		Exact	Exact	Exact		Exact		Exact
A0092	No match		No match	Exact	No match		No match		No match
A0093	Near		Exact	Exact	Near		Near		Exact
A0094	No match		No match	Exact	No match		No match		No match
A0095	Near		Exact	Near	Near		Near		Near
A0096	Exact		Exact	Exact	Exact		Exact		Exact
A0097	Exact		Exact	Exact	Exact		Exact		Exact
A0098	Exact		Exact	Exact	Exact		Exact		Exact
A0099	No match		Exact	Exact	No match		No match		Exact
A0100	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
A0101	No match		No match	Exact	No match		No match		No match
A0102	Near		Exact	Exact	Near		Near		Exact
A0103	No match		No match	Exact	No match		No match		No match
A0104	Near		Exact	Near	Near		Near		Near
A0105	Exact		Exact	Exact	Exact		Exact		Exact
A0106	No match		Exact	Exact	No match		No match		Exact
A0107	Exact		Exact	Exact	Exact		Exact		Exact
A0108	No match		No match	Exact	No match		No match		No match
A0109	Near		Exact	Exact	Near		Near		Exact
A0110	No match		No match	Exact	No match		No match		No match
A0111	Near		Exact	Near	Near		Near		Near
A0112	Exact		Exact	Exact	Exact		Exact		Exact
A0113	No match		Exact	Exact	No match		No match		Exact
A0114	Exact		Exact	Exact	Exact		Exact		Exact
A0115	No match		No match	Exact	No match		No match		No match
A0116	Near		Exact	Exact	Near		Near		Exact
A0117	No match		No match	Exact	No match		No match		No match
A0118	Near		Exact	Near	Near		Near		Near
A0119	Exact		Exact	Exact	Exact		Exact		Exact
A0120	No match		Exact	Exact	No match		No match		Exact
A0121	Exact		Exact	Exact	Exact		Exact		Exact
A0122	No match		No match	Exact	No match		No match		No match
A0123	Near		Exact	Exact	Near		Near		Exact
A0124	No match		No match	Exact	No match		No match		No match
A0125	Near		Exact	Near	Near		Near		Near
A0126	Exact		Exact	Exact	Exact		Exact		Exact
A0127	Exact		Exact	Exact	Exact		Exact		Exact
A0128	No match		Exact	Exact	No match		No match		Exact
A0129	Exact		Exact	Exact	Exact		Exact		Exact
A0130	Exact		Exact	Exact	Exact		Exact		Exact
A0131	Exact		Exact	Exact	Exact		Exact		Exact
A0132	Exact		Exact	Exact	Exact		Exact		Exact
A0133	Exact		Exact	Exact	Exact		Exact		Exact
A0134	Exact		Exact	Exact	Exact		Exact		Exact
A0135	Exact		Exact	Exact	Exact		Exact		Exact
A0136	Exact		Exact	Exact	Exact		Exact		Exact
A0137	Exact		Exact	Exact	Exact		Exact		Exact
A0138	Exact		Exact	Exact	Exact		Exact		Exact
A0139	Exact		Exact	Exact	Exact		Exact		Exact
A0140	Exact		Exact	Exact	Exact		Exact		Exact
A0141	Exact		Exact	Exact	Exact		Exact		Exact
A0142	Exact		Exact	Exact	Exact		Exact		Exact
A0143	Exact		Exact	Exact	Exact		Exact		Exact
A0144	Exact		Exact	Exact	Exact		Exact		Exact
A0145	Exact		Exact	Exact	Exact		Exact		Exact
A0146	Exact		Exact	Exact	Exact		Exact		Exact
A0147	Exact		Exact	Exact	Exact		Exact		Exact
A0148	No match		No match	Exact	No match		No match		No match

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
A0149	Content	Private School refers to school association or organization.	No match	Exact	No match		Content	Private School refers to school association or organization.	No match
A0150	Exact		Exact	Exact	Exact		Exact		Exact
A0151	Near		Near	Exact	Near		Near		Near
A0152	No match		Near	Exact	No match		No match		Near
A0153	Exact		Exact	Exact	Exact		Exact		Exact
A0154	Exact		Exact	Exact	Exact		Exact		Exact
A0155	No match		No match	Exact	No match		No match		No match
A0156	No match		Near	Exact	No match		No match		Near
A0157	Exact		Exact	Exact	Exact		Exact		Exact
A0158	Exact		Exact	Exact	Exact		Exact		Exact
A0159	Exact		Exact	Exact	Exact		Exact		Exact
A0160	Near		Near	Exact	Near		Near		Near
A0161	Near		Near	Exact	Near		Near		Near
A0162	Exact		Exact	Exact	Exact		Exact		Exact
A0163	Exact		Exact	Exact	Exact		Exact		Exact
A0164	Near		Exact	Exact	Near		Near		Exact
A0165	Near		Exact	Exact	Near		Near		Exact
A0166	Near		Exact	Exact	Near		Near		Exact
A0167	Near		Exact	Exact	Near		Near		Exact
A0168	Near		Exact	Exact	Near		Near		Exact
A0169	Near		Exact	Exact	Near		Near		Exact
A0170	Near		Exact	Exact	Near		Near		Exact
A0171	Near		Exact	Exact	Near		Near		Exact
A0172	No match		Exact	Exact	No match		No match		Exact
A0173	Exact		Exact	Exact	Exact		Exact		Exact
A0174	Exact		Exact	Exact	Exact		Exact		Exact
A0175	Exact		Exact	Exact	Exact		Exact		Exact
A0176	Exact		Exact	Exact	Exact		Exact		Exact
A0177	Exact		Exact	Exact	Exact		Exact		Exact
A0178	Exact		Exact	Exact	Exact		Exact		Exact
A0179	Exact		Exact	Exact	Exact		Exact		Exact
A0180	Near		Exact	Near	Near		Near		Near
A0181	Near		Exact	Near	Near		Near		Near
A0182	Exact		Exact	Exact	Exact		Exact		Exact
A0183	Near		Near	Near	Near		Near		Near
A0184	Near		Exact	Near	Near		Near		Near
A0185	Near		Exact	Near	Near		Near		Near
A0186	Exact		Exact	Exact	Exact		Exact		Exact
A0187	Exact		Exact	Exact	Exact		Exact		Exact
A0188	Content	Private School calls decision-making body a School Board.	Exact	Exact	Content	Private School calls decision-making body a School Board.	Content	Private School calls decision-making body a School Board.	Exact
A0189	Near		Exact	Near	Near		Near		Near
A0190	Near		Exact	Near	Near		Near		Near
A0191	Exact		Exact	Exact	Exact		Exact		Exact
A0192	Exact		Exact	Exact	Exact		Exact		Exact
A0193	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
A0194	Exact		Exact	Exact	Exact		Exact		Exact
A0195	Exact		Exact	Exact	Exact		Exact		Exact
A0196	Content	Private School refers to other governing institution.	No match	Exact	No match		Content	Private School refers to other governing institution.	No match
A0197	Near		Exact	Near	Near		Near		Near
A0198	Near		Exact	Near	Near		Near		Near
A0199	Near		Exact	Near	Near		Near		Near
A0200	Near		Exact	Near	Near		Near		Near
A0201	Near		Exact	Near	Near		Near		Near
A0202	Near		Exact	Near	Near		Near		Near
A0203	Near		Exact	Near	Near		Near		Near
A0204	Near		Exact	Near	Near		Near		Near
A0205	Near		Exact	Near	Near		Near		Near
A0206	No match		No match	Exact	No match		No match		No match
A0207	No match		No match	Exact	No match		No match		No match
A0208	No match		No match	Exact	No match		No match		No match
A0209	No match		No match	Exact	No match		No match		No match
A0210	No match		No match	Exact	No match		No match		No match
A0211	No match		No match	Exact	No match		No match		No match
A0212	No match		No match	Exact	No match		No match		No match
A0213	No match		No match	Exact	No match		No match		No match
A0214	No match		No match	Exact	No match		No match		No match
A0215	No match		No match	Exact	No match		No match		No match
A0216	No match		No match	Exact	No match		No match		No match
A0217	No match		No match	Exact	No match		No match		No match
A0218	No match		No match	Near	No match		No match		No match
A0219	No match		No match	Exact	No match		No match		No match
A0220	No match		No match	Exact	No match		No match		No match
A0221	No match		Exact	Exact	No match		No match		Exact
A0222	No match		Exact	Exact	No match		No match		Exact
A0223	No match		Exact	Exact	No match		No match		Exact
A0224	No match		Exact	Exact	No match		No match		Exact
A0225	Exact		Exact	Exact	Exact		Exact		Exact
A0226	Exact		Exact	Exact	Exact		Exact		Exact
A0227	Exact		Exact	Exact	Exact		Exact		Exact
A0228	Exact		Exact	Exact	Exact		Exact		Exact
A0229	Exact		Exact	Exact	Exact		Exact		Exact
A0230	Exact		Exact	Exact	Exact		Exact		Exact
A0231	Exact		Exact	Exact	Exact		Exact		Exact
A0232	Exact		Exact	Exact	Exact		Exact		Exact
A5212	No match		No match	Exact	No match		No match		No match
M0050	Exact		Exact		Exact		No match		No match
M0051	Exact		Exact		Exact		No match		No match
M0052	Exact		Exact		Exact		No match		No match
M0053	Exact		Exact		Exact		No match		No match
M0054	Exact		Exact		Exact		No match		No match
M0055	Exact		Exact		Exact		No match		No match
M0056	Exact		Exact		Exact		No match		No match
M0057	Exact		Exact		Exact		No match		No match

Across 1999–2000 Questionnaires:									
Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
M0058	Exact		Exact		Exact		No match		No match
M0059	Exact		Exact		Exact		No match		No match
M0060	Exact		Exact		Exact		No match		No match
M0061	Exact		Exact		Exact		No match		No match
M0062	Exact		Exact		Exact		No match		No match
M0063	Unique		No match		No match		No match		No match
M0064	Unique		No match		No match		No match		No match
M0065	Unique		No match		No match		No match		No match
M0066	Unique		No match		No match		No match		No match
M0067	Unique		No match		No match		No match		No match
M0068	No match		No match		No match		No match		No match
M0069	Unique		No match		No match		No match		No match
M0070	Exact		Exact		Exact		No match		No match
M0071	Exact		Exact		Exact		No match		No match
M0072	Exact		Exact		Exact		No match		No match
M0073	Exact		Exact		Exact		No match		No match
M0074	Exact		Exact		Exact		No match		No match
M0075	Exact		Exact		Exact		No match		No match
M0076	Exact		Exact		Exact		No match		No match
M0077	Exact		Exact		Exact		No match		No match
M0078	Exact		Exact		Exact		No match		No match
M0079	Exact		Exact		Exact		No match		No match
M0080	Exact		Exact		Exact		No match		No match
M0081	Exact		Exact		Exact		No match		No match
M0082	Exact		Exact		Exact		No match		No match
M0083	Exact		Exact		Exact		No match		No match
M0084	Exact		Exact		Exact		No match		No match
M0085	Exact		Exact		Exact		No match		No match
M0086	Exact		Exact		Exact		No match		No match
M0087	Exact		Exact		Exact		No match		No match
M0088	Exact		Exact		Exact		No match		No match
M0089	Exact		Exact		Exact		No match		No match
M0090	Exact		Exact		Exact		No match		No match
M0091	Exact		Exact		Exact		No match		No match
M0092	Exact		Exact		Exact		No match		No match
M0093	Exact		Exact		Exact		No match		No match
M0094	Exact		Exact		Exact		No match		No match
M0095	Exact		Exact		Exact		No match		No match
M0096	Exact		Exact		Exact		No match		No match
M0097	Exact		Exact		Exact		No match		No match
M0098	Exact		Exact		Exact		No match		No match
M0099	Exact		Exact		Exact		No match		No match
M0100	No match		No match		No match		No match		No match
M0101	No match		No match		No match		No match		No match
M0102	No match		No match		No match		No match		No match
M0103	Exact		Exact		Exact		No match		No match
M0104	Exact		Exact		Exact		No match		No match
M0105	Exact		Exact		Exact		No match		No match
M0106	Exact		Exact		Exact		No match		No match
M0107	Exact		Exact		Exact		No match		No match
M0108	Exact		Exact		Exact		No match		No match

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
M0109	Exact		Exact		Exact		No match		No match
M0110	No match		No match		No match		No match		No match
M0111	Exact		Exact		Exact		No match		No match
M0112	Exact		Exact		Exact		No match		No match
M0113	Exact		Exact		Exact		No match		No match
M0114	Exact		Exact		Exact		No match		No match
M0115	No match		No match		No match		No match		No match
M0116	Exact		Exact		Exact		No match		No match
M0117	Exact		Exact		Exact		No match		No match
M0118	Exact		Exact		Exact		No match		No match
M0119	Exact		Exact		Exact		No match		No match
M0120	No match		No match		No match		No match		No match
M0121	Exact		Exact		Exact		No match		No match
M0122	Exact		Exact		Exact		No match		No match
M0123	Exact		Exact		Exact		No match		No match
M0124	Exact		Exact		Exact		No match		No match
M0125	No match		No match		No match		No match		No match
M0126	Exact		Exact		Exact		No match		No match
M0127	Exact		Exact		Exact		No match		No match
M0128	Exact		Exact		Exact		No match		No match
M0129	Exact		Exact		Exact		No match		No match
M0130	No match		No match		No match		No match		No match
M0131	Exact		Exact		Exact		No match		No match
M0132	Exact		Exact		Exact		No match		No match
M0133	Exact		Exact		Exact		No match		No match
M0134	Exact		Exact		Exact		No match		No match
M0135	Exact		Exact		Exact		No match		No match
M0136	Exact		Exact		Exact		No match		No match
M0137	Exact		Exact		Exact		No match		No match
M0138	Exact		Exact		Exact		No match		No match
M0139	Exact		Exact		Exact		No match		No match
M0140	Exact		Exact		Exact		No match		No match
M0141	Exact		Exact		Exact		No match		No match
M0142	Exact		Exact		Exact		No match		No match
M0143	Exact		Exact		Exact		No match		No match
M0144	Near		Near		Near		No match		No match
M0145	Exact		Exact		Exact		No match		No match
M0146	Exact		Exact		Exact		No match		No match
M0147	Exact		Exact		Exact		No match		No match
M0148	Exact		Exact		Exact		No match		No match
M0149	Exact		Exact		Exact		No match		No match
M0150	Exact		Exact		Exact		No match		No match
M0151	Exact		Exact		Exact		No match		No match
M0152	Exact		Exact		Exact		No match		No match
M0153	Exact		Exact		Exact		No match		No match
M0154	Exact		Exact		Exact		No match		No match
M0155	Exact		Exact		Exact		No match		No match
M0156	Exact		Exact		Exact		No match		No match
M0157	Exact		Exact		Exact		No match		No match
M0158	Exact		Exact		Exact		No match		No match
M0159	Exact		Exact		Exact		No match		No match

Across 1999–2000 Questionnaires:									
Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
M0160	Exact		Exact		Exact		No match		No match
M0161	Exact		Exact		Exact		No match		No match
M0162	Exact		Exact		Exact		No match		No match
M0163	Exact		Exact		Exact		No match		No match
M0164	Exact		Exact		Exact		No match		No match
M0165	Exact		Exact		Exact		No match		No match
M0166	Exact		Exact		Exact		No match		No match
M0167	No match		No match		No match		No match		No match
M0168	Exact		Exact		Exact		No match		No match
M0169	Exact		Exact		Exact		No match		No match
M0170	Exact		Exact		Exact		No match		No match
M0171	Exact		Exact		Exact		No match		No match
M0172	Exact		Exact		Exact		No match		No match
M0173	Exact		Exact		Exact		No match		No match
M0174	Exact		Exact		Exact		No match		No match
M0175	Exact		Exact		Exact		No match		No match
M0176	Exact		Exact		Exact		No match		No match
M0177	Exact		Exact		Exact		No match		No match
M0178	Exact		Exact		Exact		No match		No match
M0179	Exact		Exact		Exact		No match		No match
M0180	Exact		Exact		Exact		No match		No match
M0181	Exact		Exact		Exact		No match		No match
M0182	No match		No match		No match		No match		No match
M0183	Exact		Exact		Exact		No match		No match
M0184	Exact		Exact		Exact		No match		No match
M0185	Exact		Exact		Exact		No match		No match
M0186	Exact		Exact		Exact		No match		No match
M0187	Exact		Exact		Exact		No match		No match
M0188	Exact		Exact		Exact		No match		No match
M0189	Exact		Exact		Exact		No match		No match
M0190	Exact		Exact		Exact		No match		No match
M0191	Exact		Exact		Exact		No match		No match
M0192	Exact		Exact		Exact		No match		No match
M0193	Exact		Exact		Exact		No match		No match
M0194	Exact		Exact		Exact		No match		No match
M0195	Exact		Exact		Exact		No match		No match
M0196	Exact		Exact		Exact		No match		No match
M0197	Exact		Exact		Exact		No match		No match
M0198	Exact		Exact		Exact		No match		No match
M0199	Exact		Exact		Exact		No match		No match
M0200	Exact		Exact		Exact		No match		No match
M0201	Exact		Exact		Exact		No match		No match
M0202	Exact		Exact		Exact		No match		No match
M0203	Exact		Exact		Exact		No match		No match
M0204	Exact		Exact		Exact		No match		No match
M0205	Exact		Exact		Exact		No match		No match
M0206	Exact		Exact		Exact		No match		No match
M0207	Exact		Exact		Exact		No match		No match
M0208	Exact		Exact		Exact		No match		No match
M0209	Exact		Exact		Exact		No match		No match
M0210	Exact		Exact		Exact		No match		No match

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
M0211	Exact		Exact		Exact		No match		No match
M0212	Exact		Exact		Exact		No match		No match
M0213	Exact		Exact		Exact		No match		No match
M0214	Exact		Exact		Exact		No match		No match
M0215	Exact		Exact		Exact		No match		No match
M0216	Exact		Exact		Exact		No match		No match
M0217	Exact		Exact		Exact		No match		No match
M0218	No match		No match		No match		No match		No match
M0219	No match		No match		No match		No match		No match
M0220	No match		No match		No match		No match		No match
M0221	Exact		Exact		Exact		No match		No match
M0222	Exact		Exact		Exact		No match		No match
S0050	Exact		Exact	Exact	Exact		Exact		Exact
S0051	Exact		No match	Exact	No match		Exact		No match
S0052	Exact		Exact	Exact	Exact		Exact		Exact
S0053	Exact		Exact	Exact	Exact		Exact		Exact
S0054	Exact		Exact	Exact	Exact		Exact		Exact
S0055	Exact		Exact	Near	Exact		Near		Near
S0056	No match		Exact	No match	No match		No match		No match
S0057	Exact		Exact	Exact	Exact		Exact		Exact
S0058	Exact		Exact	Exact	Exact		Exact		Exact
S0059	Unique		No match	No match	No match		No match		No match
S0060	Exact		Exact	Exact	Exact		Exact		Exact
S0061	Unique		No match	No match	No match		No match		No match
S0062	Unique		No match	No match	No match		No match		No match
S0063	Unique		No match	No match	No match		No match		No match
S0064	Unique		No match	No match	No match		No match		No match
S0065	Unique		No match	No match	No match		No match		No match
S0066	Exact		Exact	Exact	Exact		Exact		Exact
S0067	Unique		No match	No match	No match		No match		No match
S0068	Exact		Exact	Exact	Exact		Exact		Exact
S0069	Unique		No match	No match	No match		No match		No match
S0070	Exact		Exact	Exact	Exact		Exact		Exact
S0071	Unique		No match	No match	No match		No match		No match
S0072	Exact		Exact	Exact	Exact		Exact		Exact
S0073	Unique		No match	No match	No match		No match		No match
S0074	Exact		Exact	Exact	Exact		Exact		Exact
S0075	Unique		No match	No match	No match		No match		No match
S0076	Exact		Exact	Exact	Exact		Exact		Exact
S0077	Unique		No match	No match	No match		No match		No match
S0078	Exact		Exact	Exact	Exact		Exact		Exact
S0079	Unique		No match	No match	No match		No match		No match
S0080	Exact		Exact	Exact	Exact		Exact		Exact
S0081	Unique		No match	No match	No match		No match		No match
S0082	Exact		Exact	Exact	Exact		Exact		Exact
S0083	Unique		No match	No match	No match		No match		No match
S0084	Exact		Exact	Exact	Exact		Exact		Exact
S0085	Unique		No match	No match	No match		No match		No match
S0086	Exact		Exact	Exact	Exact		Exact		Exact
S0087	Unique		No match	No match	No match		No match		No match
S0088	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0089	Unique		No match	No match	No match		No match		No match
S0090	Exact		Exact	Exact	Exact		Exact		Exact
S0091	Unique		No match	No match	No match		No match		No match
S0092	No match		Exact	Exact	No match		No match		Exact
S0093	No match		Exact	Exact	No match		No match		Exact
S0095	Exact		Exact	Exact	Exact		Exact		Exact
S0096	Exact		Exact	Exact	Exact		Exact		Exact
S0097	Exact		Exact	Exact	Exact		Exact		Exact
S0098	Exact		Exact	Exact	Exact		Exact		Exact
S0099	Exact		Exact	Exact	Exact		Exact		Exact
S0100	Exact		Exact	Exact	Exact		Exact		Exact
S0101	Exact		Exact	Exact	Exact		Exact		Exact
S0102	Exact		Exact	Exact	Exact		Exact		Exact
S0103	Exact		Exact	Exact	Exact		Exact		Exact
S0104	Exact		Exact	Exact	Exact		Exact		Exact
S0105	Exact		Exact	Exact	Exact		Exact		Exact
S0106	Exact		Exact	Exact	Exact		Exact		Exact
S0107	Exact		Exact	Exact	Exact		Exact		Exact
S0108	Exact		Exact	Exact	Exact		Exact		Exact
S0109	Exact		Exact	Exact	Exact		Exact		Exact
S0110	Near		Exact	Exact	Near		Near		Exact
S0111	Exact		Exact	Exact	Exact		Exact		Exact
S0112	No match		No match	Exact	No match		No match		No match
S0113	No match		No match	Exact	No match		No match		No match
S0114	No match		No match	Exact	No match		No match		No match
S0115	Exact		Exact	Exact	Exact		Exact		Exact
S0116	Exact		Exact	Exact	Exact		Exact		Exact
S0117	Exact		Exact	Exact	Exact		Exact		Exact
S0118	Exact		Exact	Exact	Exact		Exact		Exact
S0119	Exact		Exact	Exact	Exact		Exact		Exact
S0120	Exact		Exact	Exact	Exact		Exact		Exact
S0121	Exact		Exact	Exact	Exact		Exact		Exact
S0122	Exact		Exact	Exact	Exact		Exact		Exact
S0123	Unique		No match	No match	No match		No match		No match
S0124	No match		Unique	No match	No match		No match		No match
S0125	Exact		Exact	Exact	Exact		Exact		Exact
S0126	Exact		Exact	Exact	Exact		Exact		Exact
S0127	Exact		Exact	Exact	Exact		Exact		Exact
S0128	Exact		Exact	Exact	Exact		Exact		Exact
S0129	Exact		Exact	Exact	Exact		Exact		Exact
S0130	Exact		Exact	Exact	Exact		Exact		Exact
S0131	Exact		Exact	Exact	Exact		Exact		Exact
S0132	Exact		Exact	Exact	Exact		Exact		Exact
S0133	Exact		Exact	Exact	Exact		Exact		Exact
S0134	Exact		Exact	Exact	Exact		Exact		Exact
S0135	No match		Near	Near	No match		No match		Near
S0136	No match		Near	Near	No match		No match		Near
S0137	No match		Near	Near	No match		No match		Near
S0138	No match		Near	Near	No match		No match		Near
S0139	No match		Near	Near	No match		No match		Near
S0140	No match		Near	Near	No match		No match		Near

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0141	Exact		Exact	Exact	Exact		Exact		Exact
S0142	Exact		Exact	Exact	Exact		Exact		Exact
S0143	Exact		Exact	Exact	Exact		Exact		Exact
S0144	Exact		Exact	Exact	Exact		Exact		Exact
S0145	Exact		Exact	Exact	Exact		Exact		Exact
S0146	Exact		Exact	Exact	Exact		Exact		Exact
S0147	Exact		Exact	Exact	Exact		Exact		Exact
S0148	Exact		Exact	Exact	Exact		Exact		Exact
S0149	Exact		Exact	Exact	Exact		Exact		Exact
S0150	No match		No match	Exact	No match		No match		No match
S0151	Exact		Exact	Exact	Exact		Exact		Exact
S0152	Exact		Exact	Exact	Exact		Exact		Exact
S0153	Exact		Exact	Exact	Exact		Exact		Exact
S0154	Exact		Exact	Exact	Exact		Exact		Exact
S0155	Exact		Exact	Exact	Exact		Exact		Exact
S0156	Exact		Exact	Exact	Exact		Exact		Exact
S0157	Exact		Exact	Exact	Exact		Exact		Exact
S0158	Exact		Exact	Exact	Exact		Exact		Exact
S0159	Exact		Exact	Exact	Exact		Exact		Exact
S0160	Exact		Exact	Exact	Exact		Exact		Exact
S0161	Exact		Exact	Exact	Exact		Exact		Exact
S0162	Unique		No match	No match	No match		No match		No match
S0163	Unique		No match	No match	No match		No match		No match
S0164	Content	Percentage can be calculated from S0162 and S0163.	Exact	Exact	Content	Percentage can be calculated from S0162 and S0163.	Content	Percentage can be calculated from S0162 and S0163.	Exact
S0165	Exact		Exact	Exact	Exact		Exact		Exact
S0166	Exact		Exact	Exact	Exact		Exact		Exact
S0167	Exact		Exact	Exact	Exact		Exact		Exact
S0168	Exact		Exact	Exact	Exact		Exact		Exact
S0169	Exact		Exact	Exact	Exact		Exact		Exact
S0170	Exact		Exact	Exact	Exact		Exact		Exact
S0171	Exact		Exact	Exact	Exact		Exact		Exact
S0172	Exact		Exact	Exact	Exact		Exact		Exact
S0173	Exact		Exact	Exact	Exact		Exact		Exact
S0174	Exact		Exact	Exact	Exact		Exact		Exact
S0175	Exact		Exact	Exact	Exact		Exact		Exact
S0176	Exact		Exact	Exact	Exact		Exact		Exact
S0177	Exact		Exact	Exact	Exact		Exact		Exact
S0178	Exact		Exact	Exact	Exact		Exact		Exact
S0179	Exact		Exact	Exact	Exact		Exact		Exact
S0180	Exact		Exact	Exact	Exact		Exact		Exact
S0181	Exact		Exact	Exact	Exact		Exact		Exact
S0182	Exact		Exact	Exact	Exact		Exact		Exact
S0183	Exact		Exact	Exact	Exact		Exact		Exact
S0184	Exact		Exact	Exact	Exact		Exact		Exact
S0185	Exact		Exact	Exact	Exact		Exact		Exact
S0186	Exact		Exact	Exact	Exact		Exact		Exact
S0187	Exact		Exact	Exact	Exact		Exact		Exact
S0188	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0189	Exact		Exact	Exact	Exact		Exact		Exact
S0190	Exact		Exact	Exact	Exact		Exact		Exact
S0191	Exact		Exact	Exact	Exact		Exact		Exact
S0192	Exact		Exact	Exact	Exact		Exact		Exact
S0193	Exact		Exact	Exact	Exact		Exact		Exact
S0194	Exact		Exact	Exact	Exact		Exact		Exact
S0195	Exact		Exact	Exact	Exact		Exact		Exact
S0196	Exact		Exact	Exact	Exact		Exact		Exact
S0197	Exact		Exact	Exact	Exact		Exact		Exact
S0198	Exact		Exact	Exact	Exact		Exact		Exact
S0199	Exact		Exact	Exact	Exact		Exact		Exact
S0200	Exact		Exact	Exact	Exact		Exact		Exact
S0201	Exact		Exact	Exact	Exact		Exact		Exact
S0202	Exact		Exact	Exact	Exact		Exact		Exact
S0203	Exact		Exact	Exact	Exact		Exact		Exact
S0204	Exact		Exact	Exact	Exact		Exact		Exact
S0205	Near		Exact	Near	Near		Near		Near
S0206	Near		Exact	Near	Near		Near		Near
S0207	Near		Exact	Near	Near		Near		Near
S0208	Near		Exact	Near	Near		Near		Near
S0209	Unique		Exact	Near	No match		No match		Near
S0210	Unique		Exact	Near	No match		No match		Near
S0211	Exact		Exact	Near	Exact		Near		Near
S0212	Exact		Exact	Near	Exact		Near		Near
S0213	Exact		Exact	Near	Exact		Near		Near
S0214	Exact		Exact	Near	Exact		Near		Near
S0215	Exact		Exact	Near	Exact		Near		Near
S0216	Exact		Exact	Near	Exact		Near		Near
S0217	Exact		Exact	Near	Exact		Near		Near
S0218	Exact		Exact	Near	Exact		Near		Near
S0219	Exact		Exact	Near	Exact		Near		Near
S0220	Exact		Exact	Near	Exact		Near		Near
S0221	Exact		Exact	Near	Exact		Near		Near
S0222	Exact		Exact	Near	Exact		Near		Near
S0223	Exact		Exact	Near	Exact		Near		Near
S0224	Exact		Exact	Near	Exact		Near		Near
S0225	Exact		Exact	Near	Exact		Near		Near
S0226	Exact		Exact	Near	Exact		Near		Near
S0227	No match		Exact	Near	No match		No match		Near
S0228	Content	Private School in different context.	Exact	Near	Content	Private School in different context.	Content	Private School in different context.	Near
S0229	Exact		Exact	Near	Exact		Near		Near
S0230	Exact		Exact	Near	Exact		Near		Near
S0231	Exact		Exact	Near	Exact		Near		Near
S0232	Exact		Exact	Near	Exact		Near		Near
S0233	Exact		Exact	Near	Exact		Near		Near
S0234	Exact		Exact	Near	Exact		Near		Near
S0235	Exact		Exact	Near	Exact		Near		Near
S0236	Exact		Exact	Near	Exact		Near		Near
S0237	Exact		Exact	Near	Exact		Near		Near

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0238	Exact		Exact	Near	Exact		Near		Near
S0239	Exact		Exact	Near	Exact		Near		Near
S0240	Exact		Exact	Near	Exact		Near		Near
S0241	Exact		Exact	Near	Exact		Near		Near
S0242	Exact		Exact	Near	Exact		Near		Near
S0243	Exact		Exact	Near	Exact		Near		Near
S0244	Exact		Exact	Near	Exact		Near		Near
S0245	Exact		Exact	Near	Exact		Near		Near
S0246	Exact		Exact	Near	Exact		Near		Near
S0247	Exact		Exact	Near	Exact		Near		Near
S0248	Exact		Exact	Near	Exact		Near		Near
S0249	Exact		Exact	Exact	Exact		Exact		Exact
S0250	Exact		Exact	Exact	Exact		Exact		Exact
S0251	Exact		Exact	Exact	Exact		Exact		Exact
S0252	Exact		Exact	Exact	Exact		Exact		Exact
S0253	Exact		Exact	Exact	Exact		Exact		Exact
S0254	Exact		Exact	Exact	Exact		Exact		Exact
S0255	Exact		Exact	Exact	Exact		Exact		Exact
S0256	Exact		Exact	Exact	Exact		Exact		Exact
S0257	Exact		Exact	Exact	Exact		Exact		Exact
S0258	Exact		Exact	Exact	Exact		Exact		Exact
S0259	Exact		Exact	Exact	Exact		Exact		Exact
S0260	Exact		Exact	Exact	Exact		Exact		Exact
S0261	Exact		Exact	Exact	Exact		Exact		Exact
S0262	Exact		Exact	Exact	Exact		Exact		Exact
S0263	Exact		Exact	Exact	Exact		Exact		Exact
S0264	Exact		Exact	Exact	Exact		Exact		Exact
S0265	Exact		Exact	Exact	Exact		Exact		Exact
S0266	Exact		Exact	Exact	Exact		Exact		Exact
S0267	Exact		Exact	Exact	Exact		Exact		Exact
S0268	Exact		Exact	Exact	Exact		Exact		Exact
S0269	Exact		Exact	Exact	Exact		Exact		Exact
S0270	Exact		Exact	Exact	Exact		Exact		Exact
S0271	Exact		Exact	Exact	Exact		Exact		Exact
S0272	Exact		Exact	Exact	Exact		Exact		Exact
S0273	Exact		Exact	Exact	Exact		Exact		Exact
S0274	Exact		Exact	Exact	Exact		Exact		Exact
S0275	Exact		Exact	Exact	Exact		Exact		Exact
S0276	Exact		Exact	Exact	Exact		Exact		Exact
S0277	Exact		Exact	Exact	Exact		Exact		Exact
S0278	Exact		Exact	Exact	Exact		Exact		Exact
S0279	Exact		Exact	Exact	Exact		Exact		Exact
S0280	Near		Near	Exact	Near		Near		Near
S0281	Near		Near	Exact	Near		Near		Near
S0282	Exact		Exact	Exact	Exact		Exact		Exact
S0283	Exact		Exact	Exact	Exact		Exact		Exact
S0284	Exact		Exact	Exact	Exact		Exact		Exact
S0285	Exact		Exact	Exact	Exact		Exact		Exact
S0286	Exact		Exact	Exact	Exact		Exact		Exact
S0287	Exact		Exact	Exact	Exact		Exact		Exact
S0288	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0289	No match		Exact	Exact	No match		No match		Exact
S0290	Near		Exact	Exact	Near		Near		Exact
S0291	Exact		Exact	Exact	Exact		Exact		Exact
S0292	Exact		Exact	Exact	Exact		Exact		Exact
S0293	Exact		Exact	Exact	Exact		Exact		Exact
S0294	Exact		Exact	Exact	Exact		Exact		Exact
S0295	Exact		Exact	Exact	Exact		Exact		Exact
S0296	Exact		Exact	Exact	Exact		Exact		Exact
S0297	Exact		Exact	Exact	Exact		Exact		Exact
S0298	Exact		Exact	Exact	Exact		Exact		Exact
S0299	Exact		Exact	Exact	Exact		Exact		Exact
S0300	Exact		Exact	Exact	Exact		Exact		Exact
S0301	Exact		Exact	Exact	Exact		Exact		Exact
S0302	Exact		Exact	Exact	Exact		Exact		Exact
S0303	Exact		Exact	Exact	Exact		Exact		Exact
S0304	Exact		Exact	Exact	Exact		Exact		Exact
S0305	Exact		Exact	Exact	Exact		Exact		Exact
S0306	Exact		Exact	Exact	Exact		Exact		Exact
S0307	Exact		Exact	Exact	Exact		Exact		Exact
S0308	Exact		Exact	Exact	Exact		Exact		Exact
S0309	No match		Exact	Exact	No match		No match		Exact
S0310	No match		Exact	Exact	No match		No match		Exact
S0311	Unique		No match	No match	No match		No match		No match
S0312	Unique		No match	No match	No match		No match		No match
S0313	Unique		No match	No match	No match		No match		No match
S0314	Unique		No match	No match	No match		No match		No match
S0315	Exact		Exact	Exact	Exact		Exact		Exact
S0316	Exact		Exact	Exact	Exact		Exact		Exact
S0317	Exact		Exact	Exact	Exact		Exact		Exact
S0318	Exact		Exact	Exact	Exact		Exact		Exact
S0319	Exact		Exact	Exact	Exact		Exact		Exact
S0320	Exact		Exact	Exact	Exact		Exact		Exact
S0321	Exact		Exact	Exact	Exact		Exact		Exact
S0322	Exact		Exact	Exact	Exact		Exact		Exact
S0323	Exact		Exact	Exact	Exact		Exact		Exact
S0324	Exact		Exact	Exact	Exact		Exact		Exact
S0325	Exact		Exact	Exact	Exact		Exact		Exact
S0326	Exact		Exact	Exact	Exact		Exact		Exact
S0327	Exact		Exact	Exact	Exact		Exact		Exact
S0328	Exact		Exact	Exact	Exact		Exact		Exact
S0329	Exact		Exact	Exact	Exact		Exact		Exact
S0330	Exact		Exact	Exact	Exact		Exact		Exact
S0331	Exact		Exact	Exact	Exact		Exact		Exact
S0332	Exact		Exact	Exact	Exact		Exact		Exact
S0333	Exact		Exact	Exact	Exact		Exact		Exact
S0334	Exact		Exact	Exact	Exact		Exact		Exact
S0335	Exact		Exact	Exact	Exact		Exact		Exact
S0336	Exact		Exact	Exact	Exact		Exact		Exact
S0337	Exact		Exact	Exact	Exact		Exact		Exact
S0338	Exact		Exact	Exact	Exact		Exact		Exact
S0339	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0340	Exact		Exact	Exact	Exact		Exact		Exact
S0341	Exact		Exact	Exact	Exact		Exact		Exact
S0342	No match		Exact	Exact	No match		No match		Exact
S0343	No match		Exact	Exact	No match		No match		Exact
S0344	No match		Exact	Exact	No match		No match		Exact
S0345	No match		Exact	Exact	No match		No match		Exact
S0346	No match		Exact	Exact	No match		No match		Exact
S0347	No match		Exact	Exact	No match		No match		Exact
S0348	No match		Exact	Exact	No match		No match		Exact
S0349	Exact		Exact	Exact	Exact		Exact		Exact
S0350	Exact		Exact	Exact	Exact		Exact		Exact
S0470	No match		No match	No match	Exact		Exact		Exact
S0477	No match		No match	No match	Exact		Near		Near
S0478	Unique		No match	No match	No match		No match		No match
S0479	No match		No match	No match	Exact		Near		Near
S0480	No match		No match	No match	Exact		Near		Near
S0481	No match		No match	No match	Exact		Near		Near
S0482	No match		No match	No match	Exact		Near		Near
S0483	No match		No match	No match	Exact		Near		Near
S0484	No match		No match	No match	Exact		No match		No match
S0485	No match		No match	No match	Exact		Near		Near
S0486	No match		No match	No match	Exact		Near		Near
S0487	No match		No match	No match	Exact		Near		Near
S0488	No match		No match	No match	Exact		Near		Near
S0489	No match		No match	No match	Exact		Near		Near
S0490	No match		No match	No match	Exact		Near		Near
S0491	No match		No match	No match	Exact		Near		Near
S0492	No match		No match	No match	Exact		Near		Near
S0493	No match		No match	No match	Exact		Near		Near
S0494	No match		No match	No match	Exact		Near		Near
S0495	No match		No match	No match	Exact		Exact		Exact
S0496	No match		No match	No match	Exact		Exact		Exact
S0497	No match		No match	Unique	No match		No match		No match
S0498	No match		No match	Unique	No match		No match		No match
S0499	No match		No match	No match	Exact		Near		Near
S0500	No match		No match	No match	Exact		Exact		Exact
S0501	No match		No match	No match	Exact		Exact		Exact
S0502	No match		No match	No match	Exact		Exact		Exact
S0503	No match		No match	No match	Exact		Exact		Exact
S0504	No match		No match	No match	Exact		Exact		Exact
S0505	No match		No match	No match	Exact		Exact		Exact
S0506	No match		No match	No match	Exact		Exact		Exact
S0507	No match		No match	No match	Exact		Exact		Exact
S0508	No match		No match	No match	Exact		Exact		Exact
S0509	No match		No match	No match	Exact		Exact		Exact
S0510	No match		No match	No match	Exact		Exact		Exact
S0511	No match		No match	No match	Exact		Exact		Exact
S0512	No match		No match	No match	Exact		Exact		Exact
S0513	No match		No match	No match	Exact		Exact		Exact
S0514	No match		No match	No match	Exact		Exact		Exact
S0515	No match		No match	No match	Near		Near		Near

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0516	No match		No match	No match	Near		Near		Near
S0517	No match		No match	No match	Exact		Exact		Exact
S0518	No match		No match	No match	Exact		Exact		Exact
S0519	No match		No match	No match	Exact		Exact		Exact
S0520	No match		No match	No match	Exact		Exact		Exact
S0521	No match		No match	No match	Exact		Exact		Exact
S0522	No match		No match	No match	Exact		Exact		Exact
S0523	Unique		No match	No match	No match		No match		No match
S0524	No match		No match	Unique	No match		No match		No match
S0525	No match		No match	Unique	No match		No match		No match
S0526	No match		No match	Unique	No match		No match		No match
S0527	No match		No match	Unique	No match		No match		No match
S0528	No match		No match	Unique	No match		No match		No match
S0529	No match		No match	Unique	No match		No match		No match
S0530	No match		No match	Unique	No match		No match		No match
S0531	No match		No match	Unique	No match		No match		No match
S0532	No match		No match	Unique	No match		No match		No match
S0540	No match		No match	Unique	No match		No match		No match
S0541	No match		No match	Near	No match		No match		No match
S0574	No match		No match	No match	Exact		Exact		Exact
S0575	No match		No match	No match	Exact		Exact		Exact
S0576	No match		No match	No match	Exact		Exact		Exact
S0577	No match		No match	No match	Exact		Exact		Exact
S0578	No match		No match	No match	Exact		Exact		Exact
S0579	No match		No match	No match	Exact		Exact		Exact
S0580	No match		No match	No match	Exact		Exact		Exact
S0581	No match		No match	No match	Exact		Exact		Exact
S0582	No match		No match	No match	Exact		Exact		Exact
S0583	No match		No match	No match	Exact		Exact		Exact
S0584	No match		No match	No match	Exact		Exact		Exact
S0585	No match		No match	No match	Exact		Exact		Exact
S0586	No match		No match	No match	No match		No match		Exact
S0587	Unique		No match	No match	No match		No match		No match
S0588	Unique		No match	No match	No match		No match		No match
S0589	Unique		No match	No match	No match		No match		No match
S0590	Unique		No match	No match	No match		No match		No match
S0591	Unique		No match	No match	No match		No match		No match
S0592	Unique		No match	No match	No match		No match		No match
S0593	Unique		No match	No match	No match		No match		No match
S0594	Unique		No match	No match	No match		No match		No match
S0595	Unique		No match	No match	No match		No match		No match
S0596	Unique		No match	No match	No match		No match		No match
S0597	Unique		No match	No match	No match		No match		No match
S0598	Unique		No match	No match	No match		No match		No match
S0599	No match		No match	No match	Exact		Near		Near
S0600	No match		No match	No match	Exact		Near		Near
S0601	No match		No match	No match	Exact		Near		Near
S0603	No match		No match	No match	Exact		Exact		Exact
S0604	No match		No match	No match	No match		No match		Exact
S0605	No match		No match	No match	Exact		Exact		Exact
S0606	No match		No match	No match	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0607	No match		No match	No match	Exact		Exact		Exact
S0608	No match		No match	No match	Exact		Exact		Exact
S0609	No match		No match	No match	Exact		Exact		Exact
S0610	No match		No match	No match	Exact		Exact		Exact
S0611	No match		No match	No match	Exact		Exact		Exact
S0612	No match		No match	No match	Exact		Exact		Exact
S0613	No match		No match	No match	Exact		Exact		Exact
S0615	No match		No match	No match	Exact		Exact		Exact
S0616	No match		No match	No match	Exact		Exact		Exact
S0617	No match		No match	No match	Exact		Exact		Exact
S0618	No match		No match	No match	Exact		Exact		Exact
S0619	No match		No match	No match	Exact		Exact		Exact
S0620	No match		No match	No match	Exact		Exact		Exact
S0621	No match		No match	No match	Exact		Exact		Exact
S0622	No match		No match	No match	Exact		Exact		Exact
S0623	No match		No match	No match	Exact		Exact		Exact
S0624	No match		No match	No match	Exact		Exact		Exact
S0625	No match		No match	No match	Exact		Exact		Exact
S0626	No match		No match	No match	Exact		Exact		Exact
S0627	No match		No match	No match	Exact		Exact		Exact
S0628	No match		No match	No match	Exact		Exact		Exact
S0629	No match		No match	No match	Exact		Exact		Exact
S0630	No match		No match	No match	Exact		Exact		Exact
S0631	No match		No match	No match	Exact		Exact		Exact
S0632	No match		No match	No match	Exact		Exact		Exact
S0633	No match		No match	No match	Exact		Exact		Exact
S0634	No match		No match	No match	Exact		Exact		Exact
S0635	No match		No match	No match	Exact		Exact		Exact
S0636	No match		No match	No match	Exact		Exact		Exact
S0637	No match		No match	No match	Exact		Exact		Exact
S0638	No match		No match	No match	Exact		Exact		Exact
S0639	No match		No match	No match	Exact		Exact		Exact
S0640	No match		No match	No match	Exact		Exact		Exact
S0700	No match		Unique	No match	No match		No match		No match
S0701	No match		Unique	No match	No match		No match		No match
S0702	No match		Unique	No match	No match		No match		No match
S0703	No match		Unique	No match	No match		No match		No match
S0704	No match		Unique	No match	No match		No match		No match
S0705	No match		Unique	No match	No match		No match		No match
S0706	No match		Unique	No match	No match		No match		No match
S0707	No match		Unique	No match	No match		No match		No match
S0708	No match		Unique	No match	No match		No match		No match
S0750	No match		No match	Unique	No match		No match		No match
S0751	No match		No match	Unique	No match		No match		No match
S0752	No match		No match	Unique	No match		No match		No match
S0753	No match		No match	Unique	No match		No match		No match
S0754	No match		No match	Unique	No match		No match		No match
S0755	No match		No match	Unique	No match		No match		No match
S0756	No match		No match	Unique	No match		No match		No match
S0757	No match		No match	Unique	No match		No match		No match
S0758	No match		No match	Unique	No match		No match		No match

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0759	No match		No match	Unique	No match		No match		No match
S0760	No match		No match	Unique	No match		No match		No match
S0761	No match		No match	Unique	No match		No match		No match
S0762	No match		No match	Unique	No match		No match		No match
S0763	No match		No match	Unique	No match		No match		No match
S0764	No match		No match	Unique	No match		No match		No match
S0765	No match		No match	Unique	No match		No match		No match
S0766	No match		No match	Unique	No match		No match		No match
S0767	No match		No match	Unique	No match		No match		No match
S0768	No match		No match	Unique	No match		No match		No match
S0769	No match		No match	Unique	No match		No match		No match
S0770	No match		No match	Unique	No match		No match		No match
S0771	No match		No match	Unique	No match		No match		No match
S0772	No match		No match	Unique	No match		No match		No match
S0773	No match		No match	Unique	No match		No match		No match
S0774	No match		No match	Unique	No match		No match		No match
S0775	No match		No match	Unique	No match		No match		No match
S0776	No match		No match	Unique	No match		No match		No match
S0777	No match		No match	Unique	No match		No match		No match
S0778	No match		No match	Unique	No match		No match		No match
S0779	No match		No match	Unique	No match		No match		No match
S0780	No match		No match	Unique	No match		No match		No match
S0781	No match		No match	Unique	No match		No match		No match
S0782	No match		No match	Unique	No match		No match		No match
S0783	No match		No match	Unique	No match		No match		No match
S0784	No match		No match	Unique	No match		No match		No match
S0785	No match		No match	Unique	No match		No match		No match
S0786	No match		No match	Unique	No match		No match		No match
S0787	No match		No match	Unique	No match		No match		No match
S0788	No match		No match	Unique	No match		No match		No match
S0789	No match		No match	Unique	No match		No match		No match
S0790	No match		No match	Unique	No match		No match		No match
S0791	No match		No match	Unique	No match		No match		No match
S0792	No match		No match	Unique	No match		No match		No match
S0793	No match		No match	No match	No match		Exact		Exact
S0794	No match		No match	Unique	No match		No match		No match
S0795	No match		No match	Unique	No match		No match		No match
S0796	No match		No match	Unique	No match		No match		No match
S0797	No match		No match	Unique	Near		No match		No match
S0798	No match		No match	No match	No match		Near		No match
S0799	No match		No match	Unique	No match		No match		No match
S0800	No match		No match	Unique	No match		No match		No match
S0801	No match		No match	Unique	No match		No match		No match
S0802	No match		No match	Unique	No match		No match		No match
S0803	No match		No match	Unique	No match		No match		No match
S0804	No match		No match	Unique	No match		No match		No match
S0805	No match		No match	Unique	No match		No match		No match
S0806	No match		No match	Unique	No match		No match		No match
S0807	No match		No match	Unique	No match		No match		No match
S0808	No match		No match	Unique	No match		No match		No match
S0809	No match		No match	Unique	No match		No match		No match

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0810	No match		No match	Unique	No match		No match		No match
S0811	No match		No match	Unique	No match		No match		No match
S0812	No match		No match	Unique	No match		No match		No match
S0813	No match		No match	Unique	No match		No match		No match
S0814	No match		No match	Unique	No match		No match		No match
S0815	No match		No match	Unique	No match		No match		No match
S0816	No match		No match	Unique	No match		No match		No match
S0817	No match		No match	Unique	No match		No match		No match
S0818	No match		No match	Unique	No match		No match		No match
S0819	No match		No match	Unique	No match		No match		No match
S0820	No match		No match	Unique	No match		No match		No match
S0821	No match		No match	Unique	No match		No match		No match
S0822	No match		No match	Unique	No match		No match		No match
S0823	No match		No match	Unique	No match		No match		No match
S0824	No match		No match	Unique	No match		No match		No match
S0825	No match		No match	Unique	No match		No match		No match
S0826	No match		No match	Unique	No match		No match		No match
S0827	No match		No match	Unique	No match		No match		No match
S0828	No match		No match	Unique	No match		No match		No match
S0900	Unique		No match	No match	No match		No match		No match
S0901	Unique		No match	No match	No match		No match		No match
S0903	Unique		No match	No match	No match		No match		No match
S0904	No match		No match	No match	No match		No match		No match
S0905	Unique		No match	No match	No match		No match		No match
S0906	Unique		No match	No match	No match		No match		No match
S0907	Unique		No match	No match	No match		No match		No match
S0908	Unique		No match	No match	No match		No match		No match
S0909	Unique		No match	No match	No match		No match		No match
S0910	Unique		No match	No match	No match		No match		No match
S0911	Unique		No match	No match	No match		No match		No match
S0912	Unique		No match	No match	No match		No match		No match
S0913	Unique		No match	No match	No match		No match		No match
S0914	Unique		No match	No match	No match		No match		No match
S0915	Unique		No match	No match	No match		No match		No match
S0916	Unique		No match	No match	No match		No match		No match
S0917	Unique		No match	No match	No match		No match		No match
S0918	Unique		No match	No match	No match		No match		No match
S0919	Unique		No match	No match	No match		No match		No match
S0920	Unique		No match	No match	No match		No match		No match
S0921	Unique		No match	No match	No match		No match		No match
S0922	Unique		No match	No match	No match		No match		No match
S0923	Unique		No match	No match	No match		No match		No match
S0924	Unique		No match	No match	No match		No match		No match
S0925	Unique		No match	No match	No match		No match		No match
S0926	Unique		No match	No match	No match		No match		No match
S0927	Unique		No match	No match	No match		No match		No match
S0928	Unique		No match	No match	No match		No match		No match
S0929	Unique		No match	No match	No match		No match		No match
S0930	Unique		No match	No match	No match		No match		No match
S0931	Unique		No match	No match	No match		No match		No match
S0932	Unique		No match	No match	No match		No match		No match

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S0933	Unique		No match	No match	No match		No match		No match
S0934	Unique		No match	No match	No match		No match		No match
S0935	Unique		No match	No match	No match		No match		No match
S0936	Unique		No match	No match	No match		No match		No match
S0937	Unique		No match	No match	No match		No match		No match
S0938	Unique		No match	No match	No match		No match		No match
S0939	Unique		No match	No match	No match		No match		No match
S0940	Unique		No match	No match	No match		No match		No match
S0941	Unique		No match	No match	No match		No match		No match
S0942	Unique		No match	No match	No match		No match		No match
S0943	Unique		No match	No match	No match		No match		No match
S0944	Unique		No match	No match	No match		No match		No match
S0945	Unique		No match	No match	No match		No match		No match
S0946	Unique		No match	No match	No match		No match		No match
S0947	Unique		No match	No match	No match		No match		No match
S0948	Unique		No match	No match	No match		No match		No match
S0949	Unique		No match	No match	No match		No match		No match
S0950	Unique		No match	No match	No match		No match		No match
S0951	Unique		No match	No match	No match		No match		No match
S0952	Unique		No match	No match	No match		No match		No match
S0953	Unique		No match	No match	No match		No match		No match
S0954	Unique		No match	No match	No match		No match		No match
S0955	Unique		No match	No match	No match		No match		No match
S0956	Unique		No match	No match	No match		No match		No match
S0957	Unique		No match	No match	No match		No match		No match
S0958	Unique		No match	No match	No match		No match		No match
S0959	Unique		No match	No match	No match		No match		No match
S0960	Unique		No match	No match	No match		No match		No match
S0961	Unique		No match	No match	No match		No match		No match
S0962	Unique		No match	No match	No match		No match		No match
S0963	Unique		No match	No match	No match		No match		No match
S0964	Unique		No match	No match	No match		No match		No match
S0965	Unique		No match	No match	No match		No match		No match
S0966	Unique		No match	No match	No match		No match		No match
S0967	Unique		No match	No match	No match		No match		No match
S0968	Unique		No match	No match	No match		No match		No match
S0969	Unique		No match	No match	No match		No match		No match
S0970	Unique		No match	No match	No match		No match		No match
S5050	Exact		Exact	Exact	Exact		Exact		Exact
S5051	Exact		No match	Exact	No match		Exact		No match
S5054	Exact		Exact	Exact	Exact		Exact		Exact
S5110	Near		Exact	Exact	Near		Near		Exact
S5280	Near		Near	Exact	Near		Near		Near
S5281	Near		Near	Exact	Near		Near		Near
S5314	Unique		No match	No match	No match		No match		No match
S5753	No match		No match	Unique	No match		No match		No match
S5756	No match		No match	Unique	No match		No match		No match
S5792	No match		No match	Unique	No match		No match		No match
S5795	No match		No match	Unique	No match		No match		No match
S5797	No match		No match	Unique	No match		No match		No match
S5909	Unique		No match	No match	No match		No match		No match

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
S5929	Unique		No match	No match	No match		No match		No match
S5944	Unique		No match	No match	No match		No match		No match
S5952	Unique		No match	No match	No match		No match		No match
S5958	Unique		No match	No match	No match		No match		No match
S9001	No match		No match	No match	No match		No match		No match
T0050	Exact		Exact	Exact	Exact		Exact		Exact
T0051	Exact		Exact	Exact	Exact		Exact		Exact
T0052	Exact		Exact	Exact	Exact		Exact		Exact
T0053	Exact		Exact	Exact	Exact		Exact		Exact
T0054	Exact		Exact	Exact	Exact		Exact		Exact
T0055	No match		Exact	Exact	No match		No match		Exact
T0056	No match		Exact	Exact	No match		No match		Exact
T0057	No match		Exact	Exact	No match		No match		Exact
T0058	No match		Exact	Exact	No match		No match		Exact
T0059	Exact		Exact	Exact	Exact		Exact		Exact
T0060	Exact		Exact	Exact	Exact		Exact		Exact
T0061	Exact		Exact	Exact	Exact		Exact		Exact
T0062	Exact		Exact	Exact	Exact		Exact		Exact
T0063	Exact		Exact	Exact	Exact		Exact		Exact
T0064	Exact		Exact	Exact	Exact		Exact		Exact
T0065	Near		Near	Near	Near		Near		Near
T0066	Near		Near	Near	Near		Near		Near
T0067	Near		Near	Exact	Near		Near		Near
T0068	Near		Exact	Exact	Near		Near		Exact
T0069	Near		Exact	Exact	Near		Near		Exact
T0070	Exact		Exact	Exact	Exact		Exact		Exact
T0071	Exact		Exact	Exact	Exact		Exact		Exact
T0072	Exact		Exact	Exact	Exact		Exact		Exact
T0073	Exact		Exact	Exact	Exact		Exact		Exact
T0074	Exact		Exact	Exact	Exact		Exact		Exact
T0075	Exact		Exact	Exact	Exact		Exact		Exact
T0076	Exact		Exact	Exact	Exact		Exact		Exact
T0077	Exact		Exact	Exact	Exact		Exact		Exact
T0078	Exact		Exact	Exact	Exact		Exact		Exact
T0079	Exact		Exact	Exact	Exact		Exact		Exact
T0080	Exact		Exact	Exact	Exact		Exact		Exact
T0081	Exact		Exact	Exact	Exact		Exact		Exact
T0082	Exact		Exact	Exact	Exact		Exact		Exact
T0083	Exact		Exact	Exact	Exact		Exact		Exact
T0084	Exact		Exact	Exact	Exact		Exact		Exact
T0085	Exact		Exact	Exact	Exact		Exact		Exact
T0086	Exact		Exact	Exact	Exact		Exact		Exact
T0087	Exact		Exact	Exact	Exact		Exact		Exact
T0088	Exact		Exact	Exact	Exact		Exact		Exact
T0089	Exact		Exact	Exact	Exact		Exact		Exact
T0090	Exact		Exact	Exact	Exact		Exact		Exact
T0091	Exact		Exact	Exact	Exact		Exact		Exact
T0092	Exact		Exact	Exact	Exact		Exact		Exact
T0093	Exact		Exact	Exact	Exact		Exact		Exact
T0094	Exact		Exact	Exact	Exact		Exact		Exact
T0095	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
T0096	Exact		Exact	Exact	Exact		Exact		Exact
T0097	Exact		Exact	Exact	Exact		Exact		Exact
T0098	Exact		Exact	Exact	Exact		Exact		Exact
T0099	Exact		Exact	Exact	Exact		Exact		Exact
T0100	Exact		Exact	Exact	Exact		Exact		Exact
T0101	Exact		Exact	Exact	Exact		Exact		Exact
T0102	Exact		Exact	Exact	Exact		Exact		Exact
T0103	Exact		Exact	Exact	Exact		Exact		Exact
T0104	Near		Exact	Exact	Near		Near		Exact
T0105	Near		Exact	Exact	Near		Near		Exact
T0106	Near		Exact	Exact	Near		Near		Exact
T0107	Exact		Exact	Exact	Exact		Exact		Exact
T0108	Exact		Exact	Exact	Exact		Exact		Exact
T0109	Exact		Exact	Exact	Exact		Exact		Exact
T0110	Exact		Exact	Exact	Exact		Exact		Exact
T0111	Exact		Exact	Exact	Exact		Exact		Exact
T0112	Near		Exact	Exact	Near		Near		Exact
T0113	Exact		Exact	Exact	Exact		Exact		Exact
T0114	Exact		Exact	Exact	Exact		Exact		Exact
T0115	Exact		Exact	Exact	Exact		Exact		Exact
T0116	Exact		Exact	Exact	Exact		Exact		Exact
T0117	Exact		Exact	Exact	Exact		Exact		Exact
T0118	Exact		Exact	Exact	Exact		Exact		Exact
T0119	Exact		Exact	Exact	Exact		Exact		Exact
T0120	Exact		Exact	Exact	Exact		Exact		Exact
T0121	Exact		Exact	Exact	Exact		Exact		Exact
T0122	Exact		Exact	Exact	Exact		Exact		Exact
T0123	Exact		Exact	Exact	Exact		Exact		Exact
T0124	Exact		Exact	Exact	Exact		Exact		Exact
T0125	Exact		Exact	Exact	Exact		Exact		Exact
T0126	Exact		Exact	Exact	Exact		Exact		Exact
T0127	Exact		Exact	Exact	Exact		Exact		Exact
T0128	Exact		Exact	Exact	Exact		Exact		Exact
T0129	Exact		Exact	Exact	Exact		Exact		Exact
T0130	Exact		Exact	Exact	Exact		Exact		Exact
T0131	Exact		Exact	Exact	Exact		Exact		Exact
T0132	Exact		Exact	Exact	Exact		Exact		Exact
T0133	Exact		Exact	Exact	Exact		Exact		Exact
T0134	Exact		Exact	Exact	Exact		Exact		Exact
T0135	Exact		Exact	Exact	Exact		Exact		Exact
T0136	Exact		Exact	Exact	Exact		Exact		Exact
T0137	Exact		Exact	Exact	Exact		Exact		Exact
T0138	Exact		Exact	Exact	Exact		Exact		Exact
T0139	Exact		Exact	Exact	Exact		Exact		Exact
T0140	Exact		Exact	Exact	Exact		Exact		Exact
T0141	Exact		Exact	Exact	Exact		Exact		Exact
T0142	Exact		Exact	Exact	Exact		Exact		Exact
T0143	Exact		Exact	Exact	Exact		Exact		Exact
T0144	Exact		Exact	Exact	Exact		Exact		Exact
T0145	Exact		Exact	Exact	Exact		Exact		Exact
T0146	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
T0147	Exact		Exact	Exact	Exact		Exact		Exact
T0148	Exact		Exact	Exact	Exact		Exact		Exact
T0149	Exact		Exact	Exact	Exact		Exact		Exact
T0150	Exact		Exact	Exact	Exact		Exact		Exact
T0151	Exact		Exact	Exact	Exact		Exact		Exact
T0152	Exact		Exact	Exact	Exact		Exact		Exact
T0153	Exact		Exact	Exact	Exact		Exact		Exact
T0154	Exact		Exact	Exact	Exact		Exact		Exact
T0155	Exact		Exact	Exact	Exact		Exact		Exact
T0156	Exact		Exact	Exact	Exact		Exact		Exact
T0157	Exact		Exact	Exact	Exact		Exact		Exact
T0158	Exact		Exact	Exact	Exact		Exact		Exact
T0159	Exact		Exact	Exact	Exact		Exact		Exact
T0160	Exact		Exact	Exact	Exact		Exact		Exact
T0161	Exact		Exact	Exact	Exact		Exact		Exact
T0162	Exact		Exact	Exact	Exact		Exact		Exact
T0163	Exact		Exact	Exact	Exact		Exact		Exact
T0164	Exact		Exact	Exact	Exact		Exact		Exact
T0165	Exact		Exact	Exact	Exact		Exact		Exact
T0166	Exact		Exact	Exact	Exact		Exact		Exact
T0167	Exact		Exact	Exact	Exact		Exact		Exact
T0168	Exact		Exact	Exact	Exact		Exact		Exact
T0169	Exact		Exact	Exact	Exact		Exact		Exact
T0170	Exact		Exact	Exact	Exact		Exact		Exact
T0171	Exact		Exact	Exact	Exact		Exact		Exact
T0172	Exact		Exact	Exact	Exact		Exact		Exact
T0173	Exact		Exact	Exact	Exact		Exact		Exact
T0174	Exact		Exact	Exact	Exact		Exact		Exact
T0175	Exact		Exact	Exact	Exact		Exact		Exact
T0176	Exact		Exact	Exact	Exact		Exact		Exact
T0177	Exact		Exact	Exact	Exact		Exact		Exact
T0178	Exact		Exact	Exact	Exact		Exact		Exact
T0179	Exact		Exact	Exact	Exact		Exact		Exact
T0180	Exact		Exact	Exact	Exact		Exact		Exact
T0181	Exact		Exact	Exact	Exact		Exact		Exact
T0182	Exact		Exact	Exact	Exact		Exact		Exact
T0183	Exact		Exact	Exact	Exact		Exact		Exact
T0184	Exact		Exact	Exact	Exact		Exact		Exact
T0185	Exact		Exact	Exact	Exact		Exact		Exact
T0186	Exact		Exact	Exact	Exact		Exact		Exact
T0187	Exact		Exact	Exact	Exact		Exact		Exact
T0188	Exact		Exact	Exact	Exact		Exact		Exact
T0189	Exact		Exact	Exact	Exact		Exact		Exact
T0190	Exact		Exact	Exact	Exact		Exact		Exact
T0191	Exact		Exact	Exact	Exact		Exact		Exact
T0192	Exact		Exact	Exact	Exact		Exact		Exact
T0193	Exact		Exact	Exact	Exact		Exact		Exact
T0194	Exact		Exact	Exact	Exact		Exact		Exact
T0195	Exact		Exact	Exact	Exact		Exact		Exact
T0196	Exact		Exact	Exact	Exact		Exact		Exact
T0197	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires:									
Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
T0198	Exact		Exact	Exact	Exact		Exact		Exact
T0199	Exact		Exact	Exact	Exact		Exact		Exact
T0200	Exact		Exact	Exact	Exact		Exact		Exact
T0201	Exact		Exact	Exact	Exact		Exact		Exact
T0202	Exact		Exact	Exact	Exact		Exact		Exact
T0203	Exact		Exact	Exact	Exact		Exact		Exact
T0204	Exact		Exact	Exact	Exact		Exact		Exact
T0205	Exact		Exact	Exact	Exact		Exact		Exact
T0206	Exact		Exact	Exact	Exact		Exact		Exact
T0207	Exact		Exact	Exact	Exact		Exact		Exact
T0208	Exact		Exact	Exact	Exact		Exact		Exact
T0209	Exact		Exact	Exact	Exact		Exact		Exact
T0210	Exact		Exact	Exact	Exact		Exact		Exact
T0211	Exact		Exact	Exact	Exact		Exact		Exact
T0212	Exact		Exact	Exact	Exact		Exact		Exact
T0213	Exact		Exact	Exact	Exact		Exact		Exact
T0214	Exact		Exact	Exact	Exact		Exact		Exact
T0215	Exact		Exact	Exact	Exact		Exact		Exact
T0216	Exact		Exact	Exact	Exact		Exact		Exact
T0217	Exact		Exact	Exact	Exact		Exact		Exact
T0218	Exact		Exact	Exact	Exact		Exact		Exact
T0219	Exact		Exact	Exact	Exact		Exact		Exact
T0220	Exact		Exact	Exact	Exact		Exact		Exact
T0221	Exact		Exact	Exact	Exact		Exact		Exact
T0222	Exact		Exact	Exact	Exact		Exact		Exact
T0223	Exact		Exact	Exact	Exact		Exact		Exact
T0224	Exact		Exact	Exact	Exact		Exact		Exact
T0225	Exact		Exact	Exact	Exact		Exact		Exact
T0226	Exact		Exact	Exact	Exact		Exact		Exact
T0227	Exact		Exact	Exact	Exact		Exact		Exact
T0228	Exact		Exact	Exact	Exact		Exact		Exact
T0229	Exact		Exact	Exact	Exact		Exact		Exact
T0230	Exact		Exact	Exact	Exact		Exact		Exact
T0231	Exact		Exact	Exact	Exact		Exact		Exact
T0232	Exact		Exact	Exact	Exact		Exact		Exact
T0233	Exact		Exact	Exact	Exact		Exact		Exact
T0234	Exact		Exact	Exact	Exact		Exact		Exact
T0235	Exact		Exact	Exact	Exact		Exact		Exact
T0236	Exact		Exact	Exact	Exact		Exact		Exact
T0237	Exact		Exact	Exact	Exact		Exact		Exact
T0238	Exact		Exact	Exact	Exact		Exact		Exact
T0239	Exact		Exact	Exact	Exact		Exact		Exact
T0240	Exact		Exact	Exact	Exact		Exact		Exact
T0241	Exact		Exact	Exact	Exact		Exact		Exact
T0242	Exact		Exact	Exact	Exact		Exact		Exact
T0243	Exact		Exact	Exact	Exact		Exact		Exact
T0244	Exact		Exact	Exact	Exact		Exact		Exact
T0245	Exact		Exact	Exact	Exact		Exact		Exact
T0246	Exact		Exact	Exact	Exact		Exact		Exact
T0247	Exact		Exact	Exact	Exact		Exact		Exact
T0248	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
T0249	Exact		Exact	Exact	Exact		Exact		Exact
T0250	Exact		Exact	Exact	Exact		Exact		Exact
T0251	Exact		Exact	Exact	Exact		Exact		Exact
T0252	Exact		Exact	Exact	Exact		Exact		Exact
T0253	Exact		Exact	Exact	Exact		Exact		Exact
T0254	Exact		Exact	Exact	Exact		Exact		Exact
T0255	Exact		Exact	Exact	Exact		Exact		Exact
T0256	Exact		Exact	Exact	Exact		Exact		Exact
T0257	Exact		Exact	Exact	Exact		Exact		Exact
T0258	Exact		Exact	Exact	Exact		Exact		Exact
T0259	Exact		Exact	Exact	Exact		Exact		Exact
T0260	Exact		Exact	Exact	Exact		Exact		Exact
T0261	Exact		Exact	Exact	Exact		Exact		Exact
T0262	Exact		Exact	Exact	Exact		Exact		Exact
T0263	Exact		Exact	Exact	Exact		Exact		Exact
T0264	Exact		Exact	Exact	Exact		Exact		Exact
T0265	Exact		Exact	Exact	Exact		Exact		Exact
T0266	Exact		Exact	Exact	Exact		Exact		Exact
T0267	Exact		Exact	Exact	Exact		Exact		Exact
T0268	Exact		Exact	Exact	Exact		Exact		Exact
T0269	Exact		Exact	Exact	Exact		Exact		Exact
T0270	Exact		Exact	Exact	Exact		Exact		Exact
T0271	Exact		Exact	Exact	Exact		Exact		Exact
T0272	Exact		Exact	Exact	Exact		Exact		Exact
T0273	Exact		Exact	Exact	Exact		Exact		Exact
T0274	Exact		Exact	Exact	Exact		Exact		Exact
T0275	Exact		Exact	Exact	Exact		Exact		Exact
T0276	Exact		Exact	Exact	Exact		Exact		Exact
T0277	Exact		Exact	Exact	Exact		Exact		Exact
T0278	Exact		Exact	Exact	Exact		Exact		Exact
T0279	Exact		Exact	Exact	Exact		Exact		Exact
T0280	Exact		Exact	Exact	Exact		Exact		Exact
T0281	Exact		Exact	Exact	Exact		Exact		Exact
T0282	Exact		Exact	Exact	Exact		Exact		Exact
T0283	Exact		Exact	Exact	Exact		Exact		Exact
T0284	Exact		Exact	Exact	Exact		Exact		Exact
T0285	Exact		Exact	Exact	Exact		Exact		Exact
T0286	Exact		Exact	Exact	Exact		Exact		Exact
T0287	Exact		Exact	Exact	Exact		Exact		Exact
T0288	Exact		Exact	Exact	Exact		Exact		Exact
T0289	Exact		Exact	Exact	Exact		Exact		Exact
T0290	Exact		Exact	Exact	Exact		Exact		Exact
T0291	Exact		Exact	Exact	Exact		Exact		Exact
T0292	Exact		Exact	Exact	Exact		Exact		Exact
T0293	Exact		Exact	Exact	Exact		Exact		Exact
T0294	Exact		Exact	Exact	Exact		Exact		Exact
T0295	Exact		Exact	Exact	Exact		Exact		Exact
T0296	Exact		Exact	Exact	Exact		Exact		Exact
T0297	Exact		Exact	Exact	Exact		Exact		Exact
T0298	Exact		Exact	Exact	Exact		Exact		Exact
T0299	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires:									
Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
T0300	Exact		Exact	Exact	Exact		Exact		Exact
T0301	Exact		Exact	Exact	Exact		Exact		Exact
T0302	Exact		Exact	Exact	Exact		Exact		Exact
T0303	Exact		Exact	Exact	Exact		Exact		Exact
T0304	Exact		Exact	Exact	Exact		Exact		Exact
T0305	Exact		Exact	Exact	Exact		Exact		Exact
T0306	Exact		Exact	Exact	Exact		Exact		Exact
T0307	Exact		Exact	Exact	Exact		Exact		Exact
T0308	Exact		Exact	Exact	Exact		Exact		Exact
T0309	Exact		Exact	Exact	Exact		Exact		Exact
T0311	Exact		Exact	Exact	Exact		Exact		Exact
T0312	Exact		Exact	Exact	Exact		Exact		Exact
T0313	Exact		Exact	Exact	Exact		Exact		Exact
T0314	Exact		Exact	Exact	Exact		Exact		Exact
T0315	Exact		Exact	Exact	Exact		Exact		Exact
T0316	Exact		Exact	Exact	Exact		Exact		Exact
T0317	Exact		Exact	Exact	Exact		Exact		Exact
T0318	Exact		Exact	Exact	Exact		Exact		Exact
T0319	Exact		Exact	Exact	Exact		Exact		Exact
T0320	Exact		Exact	Exact	Exact		Exact		Exact
T0321	Exact		Exact	Exact	Exact		Exact		Exact
T0322	Exact		Exact	Exact	Exact		Exact		Exact
T0323	Exact		Exact	Exact	Exact		Exact		Exact
T0324	Exact		Exact	Exact	Exact		Exact		Exact
T0325	Exact		Exact	Exact	Exact		Exact		Exact
T0326	Exact		Exact	Exact	Exact		Exact		Exact
T0327	Exact		Exact	Exact	Exact		Exact		Exact
T0328	Exact		Exact	Exact	Exact		Exact		Exact
T0329	Exact		Exact	Exact	Exact		Exact		Exact
T0330	Exact		Exact	Exact	Exact		Exact		Exact
T0331	Exact		Exact	Exact	Exact		Exact		Exact
T0332	Exact		Exact	Exact	Exact		Exact		Exact
T0333	Exact		Exact	Exact	Exact		Exact		Exact
T0334	Exact		Exact	Exact	Exact		Exact		Exact
T0335	Exact		Exact	Exact	Exact		Exact		Exact
T0336	Exact		Exact	Exact	Exact		Exact		Exact
T0337	Exact		Exact	Exact	Exact		Exact		Exact
T0338	Exact		Exact	Exact	Exact		Exact		Exact
T0339	Exact		Exact	Exact	Exact		Exact		Exact
T0340	Exact		Exact	Exact	Exact		Exact		Exact
T0341	Exact		Exact	Exact	Exact		Exact		Exact
T0342	Exact		Exact	Exact	Exact		Exact		Exact
T0343	Exact		Exact	Exact	Exact		Exact		Exact
T0344	Exact		Exact	Exact	Exact		Exact		Exact
T0345	Exact		Exact	Exact	Exact		Exact		Exact
T0346	Exact		Exact	Exact	Exact		Exact		Exact
T0347	Exact		Exact	Exact	Exact		Exact		Exact
T0348	Exact		Exact	Exact	Exact		Exact		Exact
T0349	Exact		Exact	Exact	Exact		Exact		Exact
T0350	Exact		Exact	Exact	Exact		Exact		Exact
T0351	Exact		Exact	Exact	Exact		Exact		Exact

Across 1999–2000 Questionnaires: Items appearing on Public Charter, Indian, or Private Questionnaires and on the corresponding Public Questionnaire									
Variable name	Private/ Public match	Private/Public comments	Indian/ Public match	Charter/ Public match	Private/ Indian match	Private/Indian comments	Private/ Charter match	Private/Charter comments	Indian/ Charter
T0352	Exact		Exact	Exact	Exact		Exact		Exact
T0353	Exact		Exact	Exact	Exact		Exact		Exact
T0354	Exact		Exact	Exact	Exact		Exact		Exact
T0355	No match		Exact	Exact	No match		No match		Exact
T0356	Exact		Exact	Exact	Exact		Exact		Exact
T0357	Exact		Exact	Exact	Exact		Exact		Exact
T0358	Exact		Exact	Exact	Exact		Exact		Exact
T0359	Exact		Exact	Exact	Exact		Exact		Exact
T0360	Exact		Exact	Exact	Exact		Exact		Exact
T0361	Exact		Exact	Exact	Exact		Exact		Exact
T0362	Exact		Exact	Exact	Exact		Exact		Exact
T5059	Exact		Exact	Exact	Exact		Exact		Exact
T5061	Exact		Exact	Exact	Exact		Exact		Exact
T5063	Exact		Exact	Exact	Exact		Exact		Exact
T5072	Exact		Exact	Exact	Exact		Exact		Exact
T5074	Exact		Exact	Exact	Exact		Exact		Exact
T5076	Exact		Exact	Exact	Exact		Exact		Exact
T5077	Exact		Exact	Exact	Exact		Exact		Exact
T5078	Exact		Exact	Exact	Exact		Exact		Exact
T5081	Exact		Exact	Exact	Exact		Exact		Exact
T5085	Exact		Exact	Exact	Exact		Exact		Exact
T5088	Exact		Exact	Exact	Exact		Exact		Exact
T5091	Exact		Exact	Exact	Exact		Exact		Exact
T5094	Exact		Exact	Exact	Exact		Exact		Exact
T5097	Exact		Exact	Exact	Exact		Exact		Exact
T5100	Exact		Exact	Exact	Exact		Exact		Exact
T5102	Exact		Exact	Exact	Exact		Exact		Exact
T5106	Exact		Exact	Exact	Exact		Exact		Exact
T5108	Exact		Exact	Exact	Exact		Exact		Exact
T5110	Exact		Exact	Exact	Exact		Exact		Exact
T5121	Exact		Exact	Exact	Exact		Exact		Exact
T5177	Exact		Exact	Exact	Exact		Exact		Exact
T5214	Exact		Exact	Exact	Exact		Exact		Exact
T5216	Exact		Exact	Exact	Exact		Exact		Exact
T5218	Exact		Exact	Exact	Exact		Exact		Exact
T5220	Exact		Exact	Exact	Exact		Exact		Exact
T5222	Exact		Exact	Exact	Exact		Exact		Exact
T5224	Exact		Exact	Exact	Exact		Exact		Exact
T5226	Exact		Exact	Exact	Exact		Exact		Exact
T5228	Exact		Exact	Exact	Exact		Exact		Exact
T5230	Exact		Exact	Exact	Exact		Exact		Exact
T5232	Exact		Exact	Exact	Exact		Exact		Exact
T5234	Exact		Exact	Exact	Exact		Exact		Exact
T5236	Exact		Exact	Exact	Exact		Exact		Exact
T5238	Exact		Exact	Exact	Exact		Exact		Exact
T5240	Exact		Exact	Exact	Exact		Exact		Exact
T5242	Exact		Exact	Exact	Exact		Exact		Exact
T5272	Exact		Exact	Exact	Exact		Exact		Exact
T9061	Exact		Exact	Exact	Exact		Exact		Exact