

Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States:

Results From the 2007–08 Schools and Staffing Survey

First Look



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JUNE 2009

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Introduction

This report presents selected findings from the school teacher data files of the 2007-08 Schools and Staffing Survey (SASS). SASS is a nationally representative sample survey of public,¹ private, and Bureau of Indian Education-funded (BIE) K-12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public and BIE schools are also part of SASS. Developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and conducted by the U.S. Census Bureau, SASS was first conducted in school year 1987-88. Since then, SASS has been conducted five times: in school years 1990-91, 1993-94, 1999-2000, 2003-04, and, most recently, 2007-08.

The purpose of SASS is to collect information that can provide a detailed picture of U.S. elementary and secondary schools and their staff. This information is collected through the following surveys: district, school, principal, teacher, and library media center. Information from all the surveys can be linked. For more information about surveys and data files see appendix C. The SASS questionnaires can be found at <http://nces.ed.gov/surveys/sass/question0708.asp>.

The 2007-08 SASS sample is a school-based stratified probability-proportionate-to-size (PPS) sample. The 2005-06 Common Core of Data (CCD) served as a starting point for the public school sampling frame, and the 2005-06 Private School Universe Survey (PSS) served as a starting point for the private school sampling frame. The public school sample was designed so that national-, regional-, and state-level elementary, secondary, and combined² public school estimates can be made. The private school sample was designed so that national-, regional-, and affiliation-level estimates can be produced. BIE schools on the 2005-06 CCD were sampled with certainty, and thus national estimates for BIE schools can be produced. Because SASS is a school-based sample, districts, principals, and library media centers associated with public schools were included, as were principals and library media centers associated with BIE schools and principals associated with private schools. Teachers associated with selected schools were sampled from a teacher list provided by each school. The selected samples include about 9,800 public schools, 180 BIE schools, and 2,940 private schools; 5,250 public school districts; 9,800 public school principals, 180 BIE school principals, and 2,940 private school principals; 47,440 public school teachers, 750 BIE teachers, and 8,180 private school teachers; and 9,800 public school library media centers and 180 BIE school library media centers.

¹ Public schools include traditional public and charter schools.

² A combined school or combined grade school 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.

The data were collected via mailed questionnaires with telephone and field follow-up. The first questionnaires were mailed in September 2007, and data collection ended in June 2008. The unit response rates varied from 72 percent for private school principals to 88 percent for public school districts (appendix table B-1 shows the unit and overall response rates for each survey). Nonresponse bias analyses were performed when survey response rates for major reporting groups were less than 85 percent. For information about bias analysis results, methodology, and design of the 2007-08 SASS, please see the technical notes of this report in appendix B and the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

Because the purpose of First Look reports is to introduce new data, it is possible to only include a small selection of the information in the survey. This First Look report highlights findings from SASS's public and private school teacher surveys. Findings from the district, principal, school, and library media center data files will be presented in four companion First Look reports:

- *Characteristics of Public School Districts in the United States: Results From the 2007-08 Schools and Staffing Survey (NCES 2009-320);*
- *Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Principals in the United States: Results From the 2007-08 Schools and Staffing Survey (NCES 2009-323);*
- *Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary Schools in the United States: Results From the 2007-08 Schools and Staffing Survey (NCES 2009-321);*
- *Characteristics of Public and Bureau of Indian Education Elementary and Secondary School Library Media Centers in the United States: Results From the 2007-08 Schools and Staffing Survey (NCES 2009-322).*

The tables in this report contain counts and percentages demonstrating bivariate relationships between variables. All of the results have been weighted to reflect the sample design and to account for nonresponse and other adjustments. Comparisons drawn in the selected findings have been tested for statistical significance at the .05 level using Student's *t* statistics to ensure that the differences are larger than those that might be expected due to sampling variation. No adjustments were made for multiple comparisons. Many of the variables are related to one another, and complex interactions and relationships have not been explored. Statistical Analysis Software (SAS) (9.1) and SUDAAN (10.0) were used to compute the statistics for this report.

More information about the SASS can be found at <http://nces.ed.gov/surveys/sass/>.

Selected Findings

- In the 2007-08 school year, there were an estimated 3,898,400 teachers in the United States. About 3,404,500 of them were in public schools, 489,500 were in private schools, and 4,400 were in BIE-funded schools (table 1).
- About 83 percent of all public school teachers were non-Hispanic White, 7 percent were non-Hispanic Black, and 7 percent were Hispanic. Among all private school teachers, 86 percent were non-Hispanic White, 4 percent were non-Hispanic Black, and 6 percent were Hispanic (table 2).
- The average age of teachers in traditional public schools (42.3 years) was greater than the average age of teachers in public charter schools (37.9 years). The average age of teachers in Catholic schools (45.6 years) was greater than the average age of teachers in Nonsectarian schools (43.2 years) (table 3).
- On average, public school teachers had 13.0 years of full-time teaching experience. Private school teachers, on average, had 11.6 years of full-time teaching experience (table 4).
- The percentage of public school teachers with a master's degree as their highest degree was higher in traditional public schools (45 percent) than in public charter schools (30 percent). Among private school teachers, the percentage with a master's degree as their highest degree was higher in Nonsectarian schools (38 percent) and Catholic schools (35 percent) than in Other Religious schools (28 percent) (table 5).
- On average, regular full-time public school teachers spent 52.8 hours per week on all school-related activities, including 30.2 hours per week delivering instruction to students. Regular full-time private school teachers, on average, spent 52.1 hours per week on all school related activities, including 30.1 hours per week delivering instruction to students (table 6).
- In 2007-08, the average annual base salary of regular full-time public school teachers (\$49,600) was higher than the average annual base salary of regular full-time private school teachers (\$36,300) (table 7).
- Among public school teachers of self-contained classes in elementary schools, the average class size was 20.3 students per class. Among private school teachers of self-contained classes in elementary schools, the average class size was 18.1 students per class (table 8).

References

Cochran, W.G. (1977). *Sampling Techniques*. New York: John Wiley & Sons.

Tourkin, S., Thomas, T., Swaim, N., Cox, S., Parmer, R., Jackson, B., Cole, C., and Zhang, B. (forthcoming). *Documentation for the 2007-08 Schools and Staffing Survey* (NCES 2009-318). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

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Estimate Tables

Table 1. Number of school teachers, by school type and selected school characteristics: 2007-08

Selected school characteristic	School type			BIE ¹
	Total	Public	Private	
All schools	3,898,420	3,404,520	489,550	4,360
Community type				
City	1,085,780	882,430	203,270	80
Suburban	1,380,360	1,200,730	179,520	120
Town	504,870	467,500	37,030	340
Rural	927,410	853,850	69,730	3,820
School level				
Elementary	2,361,750	2,147,890	211,630	2,240
Secondary	1,178,490	1,099,770	78,150	580
Combined	358,180	156,870	199,770	1,540
Student enrollment				
Less than 100	136,650	48,750	87,630	280
100-199	220,620	124,140	95,450	1,040
200-499	1,203,280	1,029,850	171,310	2,130
500-749	912,670	845,100	67,110	460
750-999	516,520	488,620	27,640	260
1,000 or more	908,680	868,070	40,420	190
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	1,584,610	1,487,880	96,270	470
35-49	597,930	576,040	21,610	280
50-74	734,780	722,520	11,510	750
75 or more	576,490	554,730	19,000	2,760
School did not participate in free or reduced-price lunch program	404,600	63,360	341,160	90

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ BIE refers to schools funded by the Bureau of Indian Education that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. 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), "Public School Teacher, Private School Teacher, and BIE School Teacher Data Files," 2007-08.

Table 2. Percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Total number of teachers	Race/ethnicity							
		White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, regardless of race	Two or more races, non-Hispanic ¹	
All schools	3,898,420	83.5	6.7	0.5	1.3	0.2	6.9	0.9	
All public schools	3,404,520	83.1	7.0	0.5	1.2	0.2	7.1	0.9	
School classification									
Traditional public	3,332,090	83.3	6.9	0.5	1.2	0.2	7.0	0.9	
Charter school	72,430	72.9	12.3	0.2	2.6	0.3	9.3	2.3	
Community type									
City	882,430	71.0	12.0	0.4	2.2	0.3	13.1	1.1	
Suburban	1,200,730	84.6	6.3	0.2	1.4	0.2	6.2	1.1	
Town	467,500	89.0	4.1	0.8	0.5	0.2	4.7	0.6	
Rural	853,850	90.3	4.6	0.8	0.4	0.0	3.3	0.6	
School level									
Elementary	2,147,890	82.7	7.1	0.4	1.2	0.2	7.5	0.9	
Secondary	1,099,770	83.5	6.9	0.5	1.3	0.2	6.8	0.9	
Combined	156,870	86.3	7.2	1.1	0.6	0.2	3.0	1.5	
Student enrollment									
Less than 100	48,750	84.0	7.8	1.1	0.9	0.1	5.4	0.8	
100-199	124,140	88.4	6.2	0.9	1.4	#	2.3	0.8	
200-499	1,029,850	85.2	6.9	0.6	0.7	0.2	5.4	1.0	
500-749	845,100	85.5	6.0	0.4	1.3	0.1	6.0	0.6	
750-999	488,620	80.7	7.8	0.3	1.3	0.2	8.9	0.8	
1,000 or more	868,070	78.9	7.9	0.4	1.7	0.2	9.8	1.1	
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	1,487,880	91.9	2.9	0.3	0.9	0.1	3.0	0.9	
35-49	576,040	85.4	6.4	0.4	1.0	0.1	5.9	0.8	
50-74	722,520	78.6	9.2	0.5	1.6	0.3	8.9	1.0	
75 or more	554,730	62.6	16.2	1.1	2.1	0.3	17.0	0.8	
School did not participate in free or reduced-price lunch program	63,360	88.0	5.6	0.4	0.8	0.2	4.4	0.6	
All BIE schools	4,360	47.3	1.4	39.1	1.3	0.7	4.3	5.9	

See notes at end of table.

Table 2. Percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Total number of teachers	Race/ethnicity									
		White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, regardless of race	Two or more races, non-Hispanic ¹	Hispanic, regardless of race	Two or more races, non-Hispanic ¹	Two or more races, non-Hispanic ¹
All private schools	489,550	86.4	4.0	0.4	2.2	0.3	5.9	0.7	5.9	0.7	0.7
School classification											
Catholic	159,380	88.8	2.1	0.4	1.2	0.2	6.9	0.5	6.9	0.5	0.5
Other religious	201,330	84.9	5.7	0.6	2.3	0.6	5.0	0.8	5.0	0.8	0.8
Nonsectarian	128,840	85.9	3.8	0.3	3.1	0.1	6.0	0.8	6.0	0.8	0.8
Community type											
City	203,270	82.9	6.5	0.4	2.9	0.1	6.2	0.9	6.2	0.9	0.9
Suburban	179,520	86.9	2.9	0.2	2.2	0.2	6.8	0.8	6.8	0.8	0.8
Town	37,030	92.4	0.8	0.4	1.7	1.6	2.7	0.5	2.7	0.5	0.5
Rural	69,730	92.4	1.5	1.0	0.2	0.4	4.3	0.2	4.3	0.2	0.2
School level											
Elementary	211,630	85.8	4.7	0.4	1.8	0.2	6.4	0.7	6.4	0.7	0.7
Secondary	78,150	89.2	2.4	0.6	2.0	0.1	5.1	0.6	5.1	0.6	0.6
Combined	199,770	86.0	3.9	0.4	2.6	0.5	5.6	0.8	5.6	0.8	0.8
Student enrollment											
Less than 100	87,630	83.4	7.7	0.7	2.1	0.2	5.2	0.8	5.2	0.8	0.8
100-199	95,450	86.6	4.7	0.5	2.5	0.4	4.9	0.4	4.9	0.4	0.4
200-499	171,310	87.1	3.7	0.3	1.8	0.1	6.3	0.7	6.3	0.7	0.7
500-749	67,110	87.0	2.3	#	2.4	0.1	7.6	0.6	7.6	0.6	0.6
750 or more	68,060	87.8	1.0	0.8	2.6	1.0	5.5	1.2	5.5	1.2	1.2
Percent of K-12 students who were approved for free or reduced-price lunches											
0-34	96,270	93.4	1.9	0.2	0.4	0.1	3.6	0.4	3.6	0.4	0.4
35-49	21,610	86.1	4.0	#	2.1	0.3	5.9	1.6	5.9	1.6	1.6
50-74	11,510	74.7	11.1	3.2	2.3	#	8.0	0.6	8.0	0.6	0.6
75 or more	19,000	75.0	7.7	1.7	3.8	0.5	11.1	0.3	11.1	0.3	0.3
School did not participate in free or reduced-price lunch program	341,160	85.5	4.2	0.4	2.6	0.4	6.2	0.8	6.2	0.8	0.8
# Rounds to zero.											

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ Two or more races, non-Hispanic includes all non-Hispanic respondents who selected more than one race.

NOTE: Teachers include both full-time and part-time teachers. BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. Black includes African American and Hispanic includes Latino. 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), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table 3. Percentage distribution of school teachers by age category, average and median age of teachers, and percentage distribution of teachers, by sex, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Less than 30 years	30-49 years	50-54 years	55 years or more	Average age of teachers	Median age of teachers	Sex	
							Male	Female
All schools	17.7	49.6	13.1	19.5	42.5	41.8	24.4	75.6
All public schools	18.0	50.1	13.3	18.7	42.2	41.5	24.1	75.9
School classification								
Traditional public	17.7	50.2	13.4	18.8	42.3	41.6	24.1	75.9
Charter school	32.0	48.0	7.9	12.1	37.9	34.7	23.7	76.3
Community type								
City	17.0	48.9	13.2	21.0	42.9	42.4	24.6	75.4
Suburban	18.6	50.9	12.5	17.9	41.6	40.3	23.4	76.6
Town	16.1	51.9	14.1	17.9	42.8	42.9	24.4	75.6
Rural	19.1	49.3	13.9	17.7	42.1	41.5	24.4	75.6
School level								
Elementary	18.4	50.8	13.0	17.8	41.9	41.0	15.2	84.8
Secondary	17.3	49.2	13.4	20.1	42.7	42.2	40.7	59.3
Combined	16.4	47.1	15.4	21.1	43.3	43.5	29.8	70.2
Student enrollment								
Less than 100	16.8	40.8	15.3	27.1	44.8	45.2	29.0	71.0
100-199	15.4	49.3	16.1	19.1	43.1	42.6	25.9	74.1
200-499	17.2	50.0	13.9	18.9	42.6	42.3	18.0	82.0
500-749	17.7	51.5	12.8	18.0	42.2	41.3	18.3	81.7
750-999	19.6	49.8	12.5	18.1	41.7	40.4	24.6	75.4
1,000 or more	18.7	49.8	12.8	18.8	41.9	40.8	36.2	63.8
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	17.9	51.1	13.0	18.0	42.1	41.1	26.1	73.9
35-49	17.4	49.5	13.9	19.3	42.6	42.3	23.8	76.2
50-74	18.4	49.3	13.5	18.8	42.2	41.4	22.0	78.0
75 or more	18.5	50.3	12.5	18.7	42.3	41.5	21.0	79.0
School did not participate in free or reduced-price lunch program	14.7	40.9	17.1	27.3	44.6	46.7	31.5	68.5
All BIE schools	9.1	43.9	15.2	31.8	46.8	48.0	28.1	71.9

See notes at end of table.

Table 3. Percentage distribution of school teachers by age category, average and median age of teachers, and percentage distribution of teachers, by sex, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Age category				Average age of teachers	Median age of teachers	Sex	
	Less than 30 years	30-49 years	50-54 years	55 years or more			Male	Female
All private schools	16.3	46.1	12.3	25.3	44.1	44.0	26.0	74.0
School classification								
Catholic	15.1	41.1	13.0	30.8	45.6	46.5	22.0	78.0
Other religious	16.8	48.4	12.4	22.4	43.5	43.2	27.3	72.7
Nonsectarian	16.9	48.7	11.3	23.1	43.2	42.1	29.1	70.9
Community type								
City	16.5	45.4	12.1	26.0	44.2	44.0	27.9	72.1
Suburban	15.5	45.6	12.6	26.3	44.4	44.3	25.0	75.0
Town	13.6	52.8	13.5	20.1	43.5	42.7	19.3	80.7
Rural	18.8	45.8	11.7	23.6	43.4	43.7	26.8	73.2
School level								
Elementary	16.7	43.8	13.5	26.0	44.4	44.8	13.2	86.8
Secondary	17.6	38.5	11.8	32.0	45.6	46.1	47.6	52.4
Combined	15.3	51.4	11.3	21.9	43.2	42.5	31.2	68.8
Student enrollment								
Less than 100	20.3	46.3	11.4	21.9	42.7	41.8	20.9	79.1
100-199	19.5	44.0	12.3	24.2	43.2	42.8	22.8	77.2
200-499	14.9	45.1	12.9	27.1	44.9	45.3	23.2	76.8
500-749	13.2	49.6	12.0	25.2	44.4	43.8	31.8	68.2
750 or more	12.9	47.7	12.6	26.9	44.9	44.6	38.7	61.3
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	14.9	43.3	14.8	27.0	45.1	45.8	19.1	80.9
35-49	21.1	41.9	9.5	27.6	44.0	43.1	33.9	66.1
50-74	19.1	44.3	13.8	22.8	43.9	44.2	14.7	85.3
75 or more	26.3	47.8	7.3 ¹	18.6	40.8	40.8	32.5	67.5
School did not participate in free or reduced-price lunch program	15.7	47.1	12.0	25.2	44.0	43.7	27.5	72.5

¹ Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

NOTE: Teachers include both full-time and part-time teachers. BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. 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), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table 4. Percentage distribution of school teachers, by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Full-time teaching experience										Years teaching at current school				Average number of years				
	Less than 4 years		4-9 years		10-14 years		15 years or more		Average number of years		Less than 4 years		4-9 years			10-14 years		15 years or more	
All schools	20.3	27.6	16.0	36.1	12.8	36.7	32.3	12.2	18.8	8.3									
All public schools	19.0	28.0	16.2	36.8	13.0	36.3	32.3	12.4	19.0	8.4									
School classification																			
Traditional public	18.6	27.8	16.3	37.3	13.1	35.7	32.4	12.5	19.4	8.5									
Charter school	38.4	35.7	11.8	14.0	7.5	61.5	30.8	5.8	1.9	3.9									
Community type																			
City	20.1	27.4	15.8	36.6	12.9	39.1	32.6	12.3	16.0	7.6									
Suburban	19.4	31.0	16.4	33.2	12.4	36.5	33.9	12.8	16.8	8.0									
Town	17.0	24.7	15.4	42.9	14.2	31.8	30.5	12.9	24.7	9.7									
Rural	18.4	26.1	16.7	38.8	13.4	35.3	30.9	11.7	22.1	9.0									
School level																			
Elementary	18.9	28.3	16.0	36.8	13.0	36.4	32.7	12.3	18.5	8.2									
Secondary	18.9	28.0	16.4	36.7	13.1	35.9	32.1	12.5	19.6	8.6									
Combined	22.0	23.5	16.6	37.9	13.0	36.5	29.3	12.7	21.5	8.8									
Student enrollment																			
Less than 100	25.2	25.1	13.3	36.5	12.7	46.9	26.6	9.2	17.3	7.4									
100-199	20.2	24.9	19.1	35.8	12.7	36.6	29.6	14.0	19.8	8.7									
200-499	18.1	25.9	16.7	39.4	13.5	34.6	30.6	12.3	22.5	9.0									
500-749	18.8	27.6	16.1	37.5	13.1	36.1	32.5	13.3	18.1	8.2									
750-999	20.5	29.1	15.5	34.8	12.6	39.2	33.1	11.1	16.6	7.9									
1,000 or more	19.1	30.8	15.8	34.3	12.6	36.0	34.6	12.3	17.1	8.1									
Percent of K-12 students who were approved for free or reduced-price lunches																			
0-34	17.7	28.2	17.3	36.8	13.1	34.2	32.6	13.8	19.5	8.7									
35-49	17.0	27.4	17.1	38.5	13.4	35.2	32.5	11.7	20.6	8.6									
50-74	20.2	28.5	14.9	36.3	12.9	37.0	32.8	11.6	18.7	8.2									
75 or more	23.0	27.4	14.0	35.6	12.3	42.1	30.5	10.5	16.9	7.5									
School did not participate in free or reduced-price lunch program	21.0	27.2	14.5	37.3	13.0	34.2	37.4	11.7	16.7	8.1									
All BIE schools	19.2	26.9	13.4	40.6	13.6	36.4	32.8	9.0	21.8	8.3									

See notes at end of table.

Table 4. Percentage distribution of school teachers, by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Full-time teaching experience					Years teaching at current school					Average number of years
	Less than 4 years	4-9 years	10-14 years	15 years or more	Average number of years	Less than 4 years	4-9 years	10-14 years	15 years or more	Average number of years	
All private schools	29.4	25.2	14.4	30.9	11.6	39.8	31.9	11.0	17.4	7.9	
School classification											
Catholic	23.3	24.0	14.9	37.8	13.5	34.9	30.5	12.5	22.1	9.2	
Other religious	34.8	25.0	13.3	26.9	10.4	44.2	32.2	10.0	13.6	6.8	
Nonsectarian	28.5	27.2	15.6	28.7	11.2	38.8	33.0	10.5	17.7	8.0	
Community type											
City	28.1	26.0	14.7	31.2	11.7	39.4	31.3	12.4	16.9	8.0	
Suburban	28.3	25.3	14.8	31.7	12.0	37.8	34.1	9.8	18.3	8.1	
Town	29.1	27.3	12.8	30.9	11.5	38.9	29.6	11.8	19.7	8.4	
Rural	36.2	21.8	13.6	28.4	10.5	46.2	29.1	9.5	15.3	6.9	
School level											
Elementary	29.2	25.4	14.0	31.4	11.6	40.3	30.5	11.4	17.8	8.0	
Secondary	25.0	24.1	15.6	35.3	13.5	34.9	32.7	11.1	21.3	9.0	
Combined	31.3	25.5	14.4	28.8	10.9	41.1	33.0	10.4	15.5	7.4	
Student enrollment											
Less than 100	40.6	26.5	10.9	22.0	8.9	50.0	30.9	8.4	10.7	6.0	
100-199	33.2	24.8	13.5	28.5	10.9	41.2	31.8	10.5	16.5	7.6	
200-499	28.3	24.9	14.6	32.2	11.9	39.5	31.2	11.4	17.9	8.1	
500-749	23.0	25.1	18.5	33.4	12.9	35.9	32.1	12.3	19.7	8.3	
750 or more	18.7	25.3	15.8	40.2	14.0	28.9	34.7	12.7	23.7	9.9	
Percent of K-12 students who were approved for free or reduced-price lunches											
0-34	28.4	20.4	14.7	36.4	12.6	37.0	30.9	11.0	21.2	8.7	
35-49	30.5	24.4	10.9	34.2	12.7	38.7	32.7	9.4	19.2	8.3	
50-74	31.4	31.1	10.1	27.4	10.4	46.2	29.3	10.6	13.9	6.8	
75 or more	35.0	31.9	10.9	22.2	9.6	42.9	32.9	11.8	12.5	6.8	
School did not participate in free or reduced-price lunch program	29.2	26.1	14.9	29.8	11.4	40.2	32.1	11.0	16.7	7.7	

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

NOTE: Teachers include both full-time and part-time teachers. BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. 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), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table 5. Percentage distribution of school teachers, by highest degree earned, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Less than bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree ¹
All schools	1.7	48.2	43.1	7.0
All public schools	0.8	47.4	44.5	7.3
School classification				
Traditional public	0.8	47.0	44.9	7.3
Charter school	1.9	62.2	30.0	6.0
Community type				
City	0.8	46.0	45.5	7.7
Suburban	0.7	42.6	48.2	8.5
Town	1.0	51.8	41.2	6.0
Rural	0.9	53.0	40.3	5.8
School level				
Elementary	0.2	48.4	44.3	7.1
Secondary	1.9	44.3	45.9	7.9
Combined	0.9	54.3	38.5	6.3
Student enrollment				
Less than 100	0.9 !	56.0	34.0	9.1
100-199	1.3	52.9	40.0	5.9
200-499	0.5	48.0	45.0	6.5
500-749	0.6	47.5	44.8	7.1
750-999	0.8	49.8	42.5	6.8
1,000 or more	1.3	43.8	46.2	8.8
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	0.6	43.4	49.0	7.0
35-49	0.8	50.0	42.6	6.5
50-74	0.6	50.4	40.5	8.4
75 or more	0.8	51.9	40.3	7.1
School did not participate in free or reduced-price lunch program	5.9	42.4	41.1	10.7
All BIE schools	3.5	54.2	36.7	5.6

See notes at end of table.

Table 5. Percentage distribution of school teachers, by highest degree earned, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Less than bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree ¹
All private schools	8.1	53.9	32.8	5.2
School classification				
Catholic	3.0	58.2	35.1	3.8
Other religious	13.6	54.2	27.6	4.6
Nonsectarian	5.9	48.0	38.1	8.0
Community type				
City	6.8	51.7	35.5	5.9
Suburban	6.7	54.3	34.0	5.0
Town	9.5	64.9	22.9	2.6 !
Rural	14.9	53.0	27.1	5.1
School level				
Elementary	8.8	60.6	27.8	2.8
Secondary	2.3 !	44.5	44.8	8.5
Combined	9.7	50.4	33.3	6.5
Student enrollment				
Less than 100	19.6	52.7	24.2	3.5
100-199	7.8	58.6	29.9	3.6
200-499	6.0	58.2	30.8	5.0
500-749	3.8 !	52.4	37.6	6.1
750 or more	3.3 !	39.2	48.1	9.3
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	6.1	60.6	29.7	3.5
35-49	7.4 !	50.2	37.1	5.3 !
50-74	9.0 !	49.8	35.1	6.1 !
75 or more	18.9	45.6	31.0	4.4 !
School did not participate in free or reduced-price lunch program	8.1	52.8	33.4	5.7

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ Higher than a master's degree is defined as teachers who completed any of the following: an educational specialist or professional diploma, a certificate of advanced graduate studies, or a doctorate or first professional degree.

NOTE: Teachers include both full-time and part-time teachers. BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. 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), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table 6. Number and percentage of regular full-time school teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of regular full-time teachers ¹	Percent of teachers who are regular full-time teachers ¹	Average hours per week			Total hours spent on all teaching and other school-related activities during a typical full week
			Required to work to receive base pay during a typical full week	Spent delivering instruction to a class of students ²	Spent delivering instruction to a class of students ²	
All schools	3,505,500	89.9	38.2	30.2	30.2	52.7
All public schools	3,114,700	91.5	38.1	30.2	30.2	52.8
School classification						
Traditional public	3,049,200	91.5	38.1	30.2	30.2	52.8
Charter school	65,500	90.4	39.7	31.1	31.1	54.4
Community type						
City	819,600	92.9	38.0	30.4	30.4	52.9
Suburban	1,083,300	90.2	37.7	29.7	29.7	52.6
Town	431,400	92.3	38.7	30.8	30.8	52.7
Rural	780,400	91.4	38.6	30.6	30.6	53.1
School level						
Elementary	1,936,400	90.2	38.1	30.6	30.6	52.4
Secondary	1,032,800	93.9	38.3	29.4	29.4	53.7
Combined	145,500	92.7	38.3	30.9	30.9	52.4
Student enrollment						
Less than 100	39,900	81.9	38.5	31.1	31.1	51.3
100-199	106,600	85.8	38.4	31.2	31.2	52.3
200-499	908,300	88.2	38.0	30.7	30.7	52.3
500-749	780,200	92.3	38.2	30.4	30.4	52.9
750-999	456,400	93.4	38.0	30.4	30.4	52.5
1,000 or more	823,200	94.8	38.3	29.4	29.4	53.7
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	1,336,600	89.8	38.0	29.5	29.5	53.1
35-49	533,500	92.6	38.3	30.4	30.4	52.8
50-74	667,200	92.3	38.4	30.7	30.7	52.6
75 or more	523,700	94.4	37.9	31.3	31.3	52.5
School did not participate in free or reduced-price lunch program	53,700	84.7	37.7	29.3	29.3	51.4
All BIE schools	4,100	94.3	40.0	32.3	32.3	52.1

See notes at end of table.

Table 6. Number and percentage of regular full-time school teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Number of regular full-time teachers ¹	Percent of teachers who are regular full-time teachers ¹	Average hours per week			Total hours spent on all teaching and other school-related activities during a typical full week
			Required to work to receive base pay during a typical full week	Spent delivering instruction to a class of students ²	Spent delivering instruction to a class of students ²	
All private schools	386,800	79.0	38.8	30.1	30.1	52.1
School classification						
Catholic	131,500	82.5	38.1	30.3	30.3	52.8
Other religious	152,900	76.0	39.1	30.4	30.4	51.5
Nonsectarian	102,300	79.4	39.3	29.4	29.4	52.0
Community type						
City	163,500	80.4	38.8	29.9	29.9	52.3
Suburban	140,600	78.3	38.6	30.1	30.1	52.0
Town	29,800	80.4	38.4	31.0	31.0	51.3
Rural	52,900	75.9	39.6	30.6	30.6	52.0
School level						
Elementary	166,900	78.9	38.6	31.2	31.2	51.5
Secondary	60,600	77.6	38.5	28.4	28.4	54.0
Combined	159,200	79.7	39.1	29.7	29.7	52.0
Student enrollment						
Less than 100	65,300	74.5	38.5	31.3	31.3	49.7
100-199	70,900	74.2	38.7	30.7	30.7	51.3
200-499	136,100	79.5	39.0	30.4	30.4	52.5
500-749	56,600	84.4	38.9	29.5	29.5	53.4
750 or more	57,900	85.1	38.6	28.1	28.1	53.4
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	74,100	77.0	38.4	30.7	30.7	52.6
35-49	16,200	75.2	38.8	29.8	29.8	51.2
50-74	9,400	81.8	38.4	31.2	31.2	52.2
75 or more	17,400	91.7	38.3	30.4	30.4	49.5
School did not participate in free or reduced-price lunch program	269,600	79.0	38.9	29.9	29.9	52.1

¹ A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

² Hours spent delivering instruction to a class of students is included in the total hours per week paid by regular base pay.

NOTE: BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table 7. Percentage of regular full-time school teachers, average base salary and earnings from salary supplements during the current school year for regular full-time teachers, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Percent of teachers who are regular full-time teachers ¹	Average annual base salary of regular full-time teachers	Average annual earnings from all sources ²	Salary supplements				Job outside the school system	
				Extracurricular activities in same school system		Other school sources (merit pay bonus, state supplement, other)		Percent	Average amount
				Percent	Average amount	Percent	Average amount		
All schools	89.9	\$48,100	\$50,400	42.0	\$2,600	15.2	\$2,000	16.6	\$5,300
All public schools	91.5	49,600	51,900	43.7	2,600	16.1	2,000	16.3	5,300
School classification									
Traditional public	91.5	49,800	52,100	43.9	2,600	15.9	2,000	16.2	5,300
Charter school	90.4	40,800	42,700	32.4	2,000	23.5	1,600	19.4	4,700
Community type									
City	92.9	51,200	53,500	40.3	2,600	17.0	2,200	15.6	5,700
Suburban	90.2	54,200	56,600	46.1	2,600	14.2	2,000	16.7	5,200
Town	92.3	45,200	47,400	41.9	2,600	16.1	2,000	16.1	4,800
Rural	91.4	44,000	46,300	44.8	2,500	17.7	1,900	16.5	5,100
School level									
Elementary	90.2	49,400	51,100	37.7	1,900	16.3	1,900	14.3	4,800
Secondary	93.9	50,900	54,300	54.6	3,500	15.7	2,300	19.8	5,900
Combined	92.7	43,800	46,200	46.0	2,700	16.3	2,000	18.1	4,700
Student enrollment									
Less than 100	81.9	43,900	46,400	34.5	2,300	18.9	2,200	19.0	6,600
100-199	85.8	44,200	46,500	42.7	2,700	14.3	2,000	17.7	4,700
200-499	88.2	47,900	49,800	39.5	2,100	14.2	1,900	14.8	5,000
500-749	92.3	49,400	51,300	40.6	2,100	16.8	2,000	15.0	5,000
750-999	93.4	50,100	52,200	43.9	2,400	17.9	1,900	15.1	4,900
1,000 or more	94.8	52,400	55,700	51.7	3,500	16.5	2,300	19.5	5,900
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	89.8	51,800	54,200	47.8	2,700	13.6	2,100	17.2	5,200
35-49	92.6	47,200	49,500	42.0	2,600	18.1	2,100	17.3	5,400
50-74	92.3	47,400	49,600	41.5	2,500	17.8	2,000	16.1	5,300
75 or more	94.4	49,200	51,100	38.4	2,200	18.3	1,900	12.8	5,100
School did not participate in free or reduced-price lunch program	84.7	52,200	54,800	36.9	2,800	14.0	2,000	19.2	6,800
All BIE schools	94.3	41,500	43,200	37.5	2,400	11.5	1,300	14.4	5,000

See notes at end of table.

Table 7. Percentage of regular full-time school teachers, average base salary and earnings from salary supplements during the current school year for regular full-time teachers, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Percent of teachers who are regular full-time teachers ¹	Average annual base salary of regular full-time teachers	Average annual earnings from all sources ²	Extracurricular activities in same school system		Other school sources (merit pay bonus, state supplement, other)		Job outside the school system	
				Percent	Average Amount	Percent	Average Amount	Percent	Average Amount
All private schools	79.0	\$36,300	\$38,200	28.1	\$2,700	8.1	\$1,900	19.5	\$5,900
School classification									
Catholic	82.5	37,100	39,100	32.9	2,700	5.7	2,400	18.4	5,600
Other religious	76.0	31,900	33,900	23.6	2,800	9.2	1,700	20.9	6,300
Nonsectarian	79.4	41,700	43,600	28.5	2,700	9.4	1,800	18.9	5,600
Community type									
City	80.4	38,200	40,300	30.9	2,700	9.1	2,100	19.5	5,700
Suburban	78.3	38,100	40,300	28.6	2,700	7.2	1,600	19.4	6,700
Town	80.4	28,600	30,000	24.8	2,500	8.5	1,200	19.3	3,900
Rural	75.9	29,500	31,100	19.9	2,800	7.0	2,200	19.8	5,600
School level									
Elementary	78.9	34,100	35,600	18.3	2,800	6.4	1,900	16.9	5,200
Secondary	77.6	42,700	45,900	50.5	2,600	8.9	2,600	25.2	6,200
Combined	79.7	36,000	38,100	29.8	2,700	9.5	1,600	20.1	6,400
Student enrollment									
Less than 100	74.5	28,400	29,500	8.5	2,000	7.4	1,500	18.6	5,500
100-199	74.2	32,700	34,400	21.5	2,600	6.3	2,100	20.2	5,000
200-499	79.5	35,800	37,800	25.7	2,600	9.0	1,900	20.0	6,100
500-749	84.4	40,200	42,300	40.0	2,700	6.9	1,900	18.2	5,600
750 or more	85.1	46,600	49,800	52.0	3,000	9.9	1,800	19.9	7,400
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	77.0	33,900	35,400	26.9	2,400	7.2	1,800	14.8	5,400
35-49	75.2	39,800	41,500	15.8	1,900	11.2	1,400	19.5	6,600
50-74	81.8	34,200	35,700	13.3	5,400	7.5	600	17.0	4,600
75 or more	91.7	36,100	37,600	16.1	3,200	10.0	1,800	24.7	3,600
School did not participate in free or reduced-price lunch program	79.0	36,800	38,900	30.4	2,700	8.0	2,000	20.6	6,200

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

² Average annual earnings from all sources is defined as the weighted mean of all income sources during the school year for all regular full-time teachers.

NOTE: BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table 8. Average class size for school teachers in elementary schools, secondary schools, and schools with combined grades, by classroom type, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Elementary schools		Secondary schools		Combined grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All schools	20.1	23.3	18.6	23.0	15.3	16.5
All public schools	20.3	23.7	18.6	23.3	15.1	16.8
School classification						
Traditional public	20.3	23.7	18.5	23.3	14.6	16.6
Charter school	21.7	23.6	33.1	20.3	21.5	18.8
Community type						
City	20.5	24.4	22.2	24.3	12.6	17.6
Suburban	21.0	24.4	17.9	24.5	12.9	17.7
Town	19.9	23.6	14.7	21.8	16.1	16.6
Rural	19.2	22.3	18.5	21.2	16.3	16.4
Student enrollment						
Less than 100	13.0	12.0	13.7	13.6	8.9	9.0
100-199	18.0	18.9	21.4	17.2	11.1	11.0
200-499	20.0	21.2	18.4	19.1	15.7	16.2
500-749	20.9	24.1	15.6	22.0	18.8	20.3
750-999	20.8	26.8	15.6	23.3	18.6	20.6
1,000 or more	20.1	25.0	20.4	24.9	20.9	22.6
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	20.8	24.8	17.6	23.8	16.2	17.0
35-49	19.8	22.5	19.9	23.3	16.1	18.4
50-74	19.8	23.0	17.6	22.8	15.2	17.5
75 or more	20.4	23.8	21.2	21.2	12.0	13.2
School did not participate in free or reduced-price lunch program	19.2	18.5	21.3	19.0	18.1	14.8
All BIE schools	17.1	15.4	21.4	15.2	15.6	12.5

See notes at end of table.

Table 8. Average class size for school teachers in elementary schools, secondary schools, and schools with combined grades, by classroom type, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Elementary schools		Secondary schools		Combined grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All private schools	18.1	19.8	18.4	19.9	15.4	16.3
School classification						
Catholic	20.8	23.0	15.5 !	23.3	25.1 !	19.3
Other religious	15.2	15.6	25.7	17.6	15.4	17.2
Nonsectarian	17.0	16.3	14.6 !	10.1	14.2	14.4
Community type						
City	18.3	20.7	22.0	21.6	17.0	16.4
Suburban	19.1	20.6	11.9	19.8	15.0	17.4
Town	16.8	17.4	7.1	18.5	16.3	15.0
Rural	14.4	14.5	33.5 !	14.7	13.6	14.1
Student enrollment						
Less than 100	12.7	9.5	14.8 !	8.5	9.8	8.3
100-199	16.7	15.6	21.5 !	15.8	13.0	12.1
200-499	21.2	21.9	21.1	17.3	18.0	16.0
500-749	25.4	29.2	23.0	22.9	18.5	19.0
750 or more	24.4	34.1	26.0	25.6	22.0	20.7
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	18.4	20.9	29.0 !	20.4	20.6	15.2
35-49	17.2	17.6	7.4	16.8	12.4	15.0
50-74	17.8	20.6	13.7	13.3 !	13.2	23.4
75 or more	17.7	16.8	12.0	17.1	15.7	21.7 !
School did not participate in free or reduced-price lunch program	18.0	19.6	15.5	20.1	14.8	16.2

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

NOTE: BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. Among all school teachers, 28% teach self-contained classes in elementary schools, 1% in secondary schools, and 3% in combined schools; 17% teach departmentalized classes in elementary schools, 27% in secondary schools, and 6% in combined schools; 16% teach other types of classes, such as elementary subject specialist classes, team taught classes, and "pull-out" classes or "push-in" classes, in elementary schools, 2% in secondary schools, and 1% in combined schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Number of school teachers, by school type and selected school characteristics: 2007-08

Selected school characteristic	School type			BIE
	Total	Public	Private	
All schools	45,522	43,978	9,249	232
Community type				
City	31,829	30,182	7,388	23
Suburban	39,873	40,375	7,300	19
Town	26,695	26,271	2,709	33
Rural	40,029	39,190	4,894	207
School level				
Elementary	33,062	31,526	10,074	110
Secondary	26,224	26,208	3,364	161
Combined	15,759	8,597	11,239	177
Student enrollment				
Less than 100	6,436	5,494	3,778	40
100-199	11,987	9,860	5,126	78
200-499	45,136	42,576	7,651	140
500-749	33,844	33,137	5,405	37
750-999	32,419	32,227	3,418	48
1,000 or more	36,514	36,250	5,379	29
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	32,562	32,998	4,721	41
35-49	23,513	23,527	2,595	44
50-74	27,204	27,313	1,828	77
75 or more	24,707	24,717	2,961	164
School did not participate in free or reduced-price lunch program	13,127	7,367	9,677	12

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, Private School Teacher, and BIE School Teacher Data Files," 2007-08.

Table A-2. Standard errors for Table 2: Percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Total number of teachers	Race/ethnicity						
		White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, regardless of race	Two or more races, non-Hispanic
All schools	45,522	0.47	0.42	0.05	0.18	0.04	0.41	0.08
All public schools	43,978	0.53	0.45	0.06	0.21	0.04	0.46	0.09
School classification								
Traditional public	42,663	0.51	0.45	0.06	0.20	0.04	0.47	0.09
Charter school	7,738	3.11	2.67	0.28	1.14	0.35	1.44	0.51
Community type								
City	30,182	1.60	0.87	0.12	0.45	0.09	1.59	0.18
Suburban	40,375	1.18	0.74	0.09	0.33	0.07	0.79	0.20
Town	26,271	1.09	0.57	0.17	0.22	0.08	1.10	0.13
Rural	39,190	0.97	0.56	0.10	0.11	0.02	0.67	0.12
School level								
Elementary	31,526	0.81	0.53	0.08	0.22	0.06	0.82	0.13
Secondary	26,208	0.97	0.63	0.07	0.34	0.07	0.81	0.11
Combined	8,597	1.52	1.10	0.28	0.35	0.15	0.47	0.42
Student enrollment								
Less than 100	5,494	3.12	2.18	1.00	0.48	0.10	1.68	0.39
100-199	9,860	1.58	1.08	0.61	0.59	†	0.70	0.25
200-499	42,576	1.00	0.74	0.11	0.17	0.08	0.78	0.20
500-749	33,137	1.14	0.78	0.10	0.48	0.07	0.82	0.13
750-999	32,227	2.24	1.24	0.12	0.33	0.11	2.22	0.24
1,000 or more	36,250	1.38	0.80	0.09	0.54	0.08	1.24	0.18
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	32,998	0.52	0.27	0.08	0.16	0.05	0.37	0.16
35-49	23,527	1.30	0.88	0.10	0.36	0.05	0.77	0.16
50-74	27,313	1.46	0.92	0.07	0.41	0.11	1.18	0.15
75 or more	24,717	1.82	1.29	0.22	0.58	0.12	1.93	0.22
School did not participate in free or reduced-price lunch program	7,367	2.44	1.62	0.16	0.41	0.12	1.37	0.32
All BIE schools	232	2.61	0.56	2.45	0.40	0.36	1.00	1.03

See notes at end of table.

Table A-2. Standard errors for Table 2: Percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Total number of teachers	Race/ethnicity						
		White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, regardless of race	Two or more races, non-Hispanic
All private schools	9,249	0.80	0.44	0.12	0.29	0.14	0.38	0.12
School classification								
Catholic	3,529	0.82	0.39	0.14	0.22	0.11	0.53	0.17
Other religious	6,927	1.78	0.95	0.22	0.51	0.31	0.76	0.20
Nonsectarian	6,031	1.26	0.69	0.21	0.64	0.07	0.85	0.32
Community type								
City	7,388	1.30	0.91	0.20	0.61	0.09	0.55	0.23
Suburban	7,300	1.04	0.47	0.11	0.32	0.09	0.81	0.28
Town	2,709	2.56	0.53	0.26	1.04	1.53	0.91	0.41
Rural	4,894	1.34	0.55	0.45	0.12	0.30	0.98	0.16
School level								
Elementary	10,074	0.99	0.65	0.13	0.24	0.07	0.61	0.19
Secondary	3,364	1.76	0.85	0.36	0.57	0.15	0.96	0.32
Combined	11,239	1.60	0.77	0.21	0.59	0.32	0.77	0.21
Student enrollment								
Less than 100	3,778	1.48	1.23	0.32	0.46	0.13	0.88	0.29
100-199	5,126	1.54	0.99	0.25	0.61	0.25	0.73	0.16
200-499	7,651	1.34	0.78	0.18	0.36	0.07	0.77	0.21
500-749	5,405	1.74	0.86	†	0.62	0.09	1.21	0.36
750 or more	6,460	2.15	0.47	0.46	0.80	0.93	1.33	0.59
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	4,721	1.04	0.60	0.17	0.13	0.10	0.78	0.23
35-49	2,595	2.56	1.54	†	0.79	0.20	1.87	0.91
50-74	1,828	5.01	4.18	2.10	1.30	†	2.76	0.49
75 or more	2,961	7.12	2.38	1.31	2.41	0.66	6.34	0.28
School did not participate in free or reduced-price lunch program	9,677	1.01	0.53	0.12	0.37	0.19	0.49	0.16

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table A-3. Standard errors for Table 3: Percentage distribution of school teachers by age category, average and median age of teachers, and percentage distribution of teachers, by sex, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Less than 30 years	30-49 years	50-54 years	55 years or more	Average age of teachers	Median age of teachers	Sex	
							Male	Female
All schools	0.52	0.50	0.30	0.50	0.17	0.24	0.42	0.42
All public schools	0.61	0.55	0.35	0.54	0.19	0.27	0.47	0.47
School classification								
Traditional public	0.61	0.56	0.36	0.55	0.19	0.27	0.47	0.47
Charter school	2.75	2.44	1.29	1.50	0.68	1.04	3.11	3.11
Community type								
City	0.73	1.19	0.66	0.91	0.26	0.51	0.92	0.92
Suburban	0.90	0.91	0.62	0.81	0.28	0.47	0.84	0.84
Town	1.18	1.50	1.01	1.22	0.36	0.58	1.12	1.12
Rural	1.03	0.85	0.69	1.00	0.35	0.48	0.88	0.88
School level								
Elementary	0.92	0.77	0.53	0.77	0.30	0.44	0.58	0.58
Secondary	0.43	0.59	0.34	0.45	0.13	0.23	0.65	0.65
Combined	1.04	1.28	0.90	0.89	0.30	0.50	1.28	1.28
Student enrollment								
Less than 100	2.89	2.44	1.72	2.15	0.73	1.46	3.42	3.42
100-199	1.49	2.21	1.49	1.70	0.45	0.79	1.87	1.87
200-499	1.07	1.02	0.68	0.99	0.36	0.49	0.81	0.81
500-749	1.08	1.22	0.73	1.12	0.35	0.43	1.01	1.01
750-999	1.12	1.57	0.89	1.31	0.37	0.69	1.31	1.31
1,000 or more	0.65	0.81	0.45	0.69	0.23	0.45	0.88	0.88
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	0.91	0.62	0.50	0.72	0.26	0.35	0.75	0.75
35-49	0.99	1.10	0.85	0.99	0.31	0.52	1.18	1.18
50-74	0.91	1.16	0.64	1.17	0.35	0.53	1.00	1.00
75 or more	1.07	1.57	1.05	1.26	0.38	0.68	1.06	1.06
School did not participate in free or reduced-price lunch program	2.37	3.43	3.45	3.91	1.06	2.08	3.06	3.06
All BIE schools	1.23	2.44	2.02	2.04	0.52	0.85	2.42	2.42

See notes at end of table.

Table A-3. Standard errors for Table 3: Percentage distribution of school teachers by age category, average and median age of teachers, by sex, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Age category				Average age of teachers	Median age of teachers	Sex	
	Less than 30 years	30-49 years	50-54 years	55 years or more			Male	Female
All private schools	0.67	0.94	0.54	0.84	0.25	0.46	0.78	0.78
School classification								
Catholic	0.78	1.24	0.78	1.11	0.36	0.60	1.12	1.12
Other religious	1.07	1.51	0.93	1.31	0.38	0.60	1.16	1.16
Nonsectarian	1.40	2.14	1.27	1.82	0.53	0.86	1.98	1.98
Community type								
City	1.01	1.52	0.75	1.12	0.33	0.58	1.51	1.51
Suburban	1.10	1.76	0.93	1.48	0.41	0.83	1.46	1.46
Town	1.68	2.93	1.99	2.02	0.67	1.29	2.21	2.21
Rural	1.98	2.26	1.25	2.16	0.62	0.97	2.07	2.07
School level								
Elementary	0.75	1.07	0.66	0.96	0.30	0.48	0.79	0.79
Secondary	2.02	2.10	1.08	2.11	0.65	1.05	2.29	2.29
Combined	1.00	1.70	1.26	1.63	0.45	0.80	1.74	1.74
Student enrollment								
Less than 100	1.57	1.61	1.31	1.60	0.56	0.94	1.33	1.33
100-199	1.63	1.82	1.16	1.88	0.58	0.95	1.69	1.69
200-499	1.11	1.73	0.85	1.48	0.39	0.55	1.22	1.22
500-749	1.30	3.31	1.82	2.50	0.78	1.17	3.68	3.68
750 or more	1.35	3.24	2.18	3.15	0.82	1.44	2.49	2.49
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	1.08	2.66	1.44	1.93	0.50	0.87	2.66	2.66
35-49	3.14	4.00	2.17	4.91	1.32	2.25	3.80	3.80
50-74	3.52	3.99	2.66	3.62	1.22	2.98	3.63	3.63
75 or more	3.85	4.73	2.29	3.59	1.29	2.14	4.24	4.24
School did not participate in free or reduced-price lunch program	0.87	1.24	0.67	1.04	0.29	0.53	0.91	0.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table A-4. Standard errors for Table 4: Percentage distribution of school teachers, by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Full-time teaching experience					Years teaching at current school					Average number of years
	Less than 4 years	4-9 years	10-14 years	15 years or more	Average number of years	Less than 4 years	4-9 years	10-14 years	15 years or more	Average number of years	
All schools	0.53	0.44	0.35	0.62	0.15	0.53	0.48	0.32	0.52	0.11	
All public schools	0.68	0.47	0.39	0.70	0.17	0.68	0.54	0.35	0.56	0.12	
School classification											
Traditional public	0.70	0.48	0.39	0.71	0.17	0.70	0.55	0.36	0.58	0.13	
Charter school	2.51	2.30	1.50	1.63	0.36	2.68	2.06	1.24	0.62	0.23	
Community type											
City	0.76	0.92	0.89	1.23	0.24	1.08	1.08	0.74	0.88	0.17	
Suburban	1.15	0.72	0.64	1.06	0.27	0.92	0.92	0.63	0.79	0.17	
Town	1.47	1.24	0.88	1.49	0.34	1.31	1.42	1.00	1.36	0.29	
Rural	0.84	0.74	0.77	1.28	0.28	1.32	1.13	0.54	0.94	0.22	
School level											
Elementary	0.94	0.70	0.58	0.97	0.23	0.94	0.79	0.51	0.85	0.17	
Secondary	0.51	0.48	0.39	0.62	0.14	0.65	0.53	0.40	0.47	0.12	
Combined	1.24	1.01	1.10	1.30	0.30	1.20	1.09	0.85	1.29	0.25	
Student enrollment											
Less than 100	4.22	2.55	1.80	3.07	0.71	3.96	2.76	1.64	2.46	0.60	
100-199	1.59	2.00	1.68	2.11	0.41	1.79	2.79	1.44	2.13	0.38	
200-499	1.05	0.85	0.72	1.37	0.28	1.06	0.87	0.70	1.09	0.22	
500-749	1.10	1.15	0.86	1.29	0.29	1.27	1.32	0.72	0.94	0.20	
750-999	1.03	1.23	1.05	1.42	0.31	1.62	1.47	0.89	1.11	0.25	
1,000 or more	0.67	0.78	0.54	0.86	0.19	0.97	0.86	0.60	0.58	0.15	
Percent of K-12 students who were approved for free or reduced-price lunches											
0-34	1.03	0.72	0.54	0.93	0.23	1.09	0.84	0.60	0.70	0.16	
35-49	1.00	1.03	0.83	1.65	0.31	1.33	1.14	0.90	1.28	0.25	
50-74	0.99	1.09	0.90	1.32	0.32	1.34	1.31	0.74	1.02	0.24	
75 or more	1.23	1.24	1.09	1.56	0.33	1.85	1.62	1.02	1.42	0.30	
School did not participate in free or reduced-price lunch program	2.96	2.29	2.01	4.24	0.86	4.28	3.08	2.13	3.08	0.71	
All BIE schools	1.84	2.42	1.80	2.53	0.58	2.05	2.13	1.53	2.02	0.38	

See notes at end of table.

Table A-4. Standard errors for Table 4: Percentage distribution of school teachers, by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2007-08
—Continued

School type and selected school characteristic	Full-time teaching experience				Years teaching at current school			Average number of years of years	
	Less than 4 years	4-9 years	10-14 years	15 years or more	Less than 4 years	4-9 years	10-14 years		15 years or more
All private schools	1.10	0.88	0.64	0.83	1.18	1.16	0.53	0.68	0.14
School classification									
Catholic	1.04	1.14	0.86	1.41	1.21	1.01	0.83	1.08	0.25
Other religious	1.55	1.50	0.97	1.17	1.58	1.95	0.76	1.10	0.19
Nonsectarian	2.35	1.51	1.50	1.97	2.27	2.04	1.14	1.64	0.35
Community type									
City	1.40	1.32	0.92	1.22	1.26	1.36	1.04	1.09	0.23
Suburban	1.50	1.34	1.04	1.41	1.84	1.95	0.85	1.26	0.27
Town	2.37	3.16	1.94	3.30	2.96	2.83	1.54	2.81	0.56
Rural	2.37	1.80	1.76	2.13	2.21	2.21	1.29	1.74	0.32
School level									
Elementary	0.91	0.93	0.79	1.11	1.03	1.08	0.59	0.88	0.19
Secondary	2.21	1.96	1.46	2.43	2.89	2.03	1.32	2.05	0.49
Combined	2.22	1.64	1.39	1.61	1.97	2.12	1.09	1.26	0.26
Student enrollment									
Less than 100	2.10	1.73	1.03	1.60	2.96	2.49	0.87	1.13	0.30
100-199	2.12	1.47	1.22	1.88	1.59	1.70	1.22	1.56	0.27
200-499	1.28	1.30	0.94	1.45	1.17	1.48	0.98	1.16	0.26
500-749	3.80	2.16	1.88	3.10	3.51	2.61	2.03	2.25	0.49
750 or more	2.17	2.65	1.98	3.12	2.40	3.03	1.89	2.36	0.47
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	2.48	1.63	1.29	2.16	2.19	1.74	1.08	1.66	0.37
35-49	3.20	3.66	2.22	4.27	4.11	4.14	2.06	4.86	1.07
50-74	7.01	3.95	3.01	5.00	4.36	4.70	2.82	3.29	0.63
75 or more	7.86	6.02	2.87	3.83	6.94	5.78	3.06	4.02	0.77
School did not participate in free or reduced-price lunch program	0.94	1.02	0.72	0.96	1.34	1.22	0.68	0.75	0.16

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table A-5. Standard errors for Table 5: Percentage distribution of school teachers, by highest degree earned, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Less than bachelor's degree	Bachelor's degree	Master's degree	Higher than a master's degree
All schools	0.09	0.56	0.49	0.23
All public schools	0.06	0.59	0.55	0.25
School classification				
Traditional public	0.06	0.60	0.56	0.26
Charter school	0.53	2.53	2.18	1.13
Community type				
City	0.17	1.34	1.27	0.50
Suburban	0.09	1.15	1.08	0.53
Town	0.17	1.40	1.31	0.62
Rural	0.11	1.26	1.14	0.43
School level				
Elementary	0.06	0.75	0.69	0.37
Secondary	0.14	0.88	0.95	0.30
Combined	0.20	1.78	1.65	0.68
Student enrollment				
Less than 100	0.30	3.43	3.30	1.65
100-199	0.35	2.80	2.64	0.91
200-499	0.10	1.11	1.05	0.45
500-749	0.15	1.19	1.29	0.52
750-999	0.14	1.92	1.89	0.71
1,000 or more	0.16	1.09	1.06	0.46
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	0.08	0.99	0.92	0.38
35-49	0.16	1.40	1.37	0.54
50-74	0.12	1.26	1.16	0.74
75 or more	0.24	1.81	1.65	0.74
School did not participate in free or reduced-price lunch program	1.38	3.53	3.37	2.57
All BIE schools	0.99	2.52	2.42	1.18

See notes at end of table.

Table A-5. Standard errors for Table 5: Percentage distribution of school teachers, by highest degree earned, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Less than bachelor's degree	Bachelor's degree	Master's degree	Higher than a master's degree
All private schools	0.58	0.95	0.84	0.43
School classification				
Catholic	0.42	1.55	1.40	0.52
Other religious	1.08	1.32	1.36	0.67
Nonsectarian	1.50	2.13	1.58	1.29
Community type				
City	1.06	1.45	1.26	0.86
Suburban	0.70	1.73	1.71	0.62
Town	1.72	3.40	3.08	0.98
Rural	1.91	2.11	2.34	1.16
School level				
Elementary	0.77	1.40	1.10	0.39
Secondary	0.79	2.27	2.15	1.07
Combined	1.09	1.64	1.45	0.92
Student enrollment				
Less than 100	1.71	1.88	1.61	0.61
100-199	1.15	1.73	1.75	0.85
200-499	0.75	1.91	1.71	0.64
500-749	2.61	3.27	2.76	1.28
750 or more	1.14	3.06	3.21	1.77
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	1.82	2.32	1.80	0.75
35-49	2.39	4.32	5.24	1.92
50-74	3.34	3.76	3.76	2.71
75 or more	4.87	7.19	5.34	2.01
School did not participate in free or reduced-price lunch program	0.66	1.21	1.02	0.62

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table A-6. Standard errors for Table 6: Number and percentage of regular full-time school teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of regular full-time teachers	Percent of teachers who are regular full-time teachers	Average hours per week			Total hours spent on all teaching and other school-related activities during a typical full week
			Required to work to receive base pay during a typical full week	Spent delivering instruction to a class of students	Spent delivering instruction to a class of students	
All schools	42,470	0.29	0.04	0.06	0.09	
All public schools	41,110	0.30	0.04	0.07	0.10	
School classification						
Traditional public	40,070	0.31	0.05	0.07	0.10	
Charter school	7,000	1.26	0.20	0.26	0.50	
Community type						
City	29,020	0.64	0.14	0.15	0.24	
Suburban	36,370	0.61	0.08	0.12	0.16	
Town	24,400	0.61	0.09	0.13	0.25	
Rural	36,370	0.50	0.07	0.12	0.16	
School level						
Elementary	30,400	0.43	0.07	0.09	0.15	
Secondary	24,750	0.30	0.06	0.08	0.12	
Combined	8,100	0.72	0.15	0.15	0.28	
Student enrollment						
Less than 100	4,460	2.06	0.23	0.34	0.70	
100-199	8,550	1.54	0.21	0.24	0.36	
200-499	40,400	0.66	0.09	0.10	0.18	
500-749	31,780	0.67	0.11	0.16	0.24	
750-999	30,490	0.84	0.16	0.20	0.31	
1,000 or more	35,100	0.45	0.12	0.15	0.22	
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	30,130	0.51	0.07	0.08	0.12	
35-49	22,990	0.49	0.09	0.13	0.25	
50-74	25,740	0.63	0.14	0.14	0.25	
75 or more	23,880	0.71	0.15	0.20	0.37	
School did not participate in free or reduced-price lunch program	6,380	2.99	0.38	0.37	0.51	
All BIE schools	220	0.85	0.17	0.27	0.46	

See notes at end of table.

Table A-6. Standard errors for Table 6: Number and percentage of regular full-time school teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Number of regular full-time teachers	Percent of teachers who are regular full-time teachers	Average hours per week			Total hours spent on all teaching and other school-related activities during a typical full week
			Required to work to receive base pay during a typical full week	Spent delivering instruction to a class of students	Spent delivering instruction to a class of students	
All private schools	9,060	0.92	0.10	0.12	0.18	0.18
School classification						
Catholic	3,140	0.81	0.12	0.16	0.28	0.28
Other religious	6,600	1.59	0.14	0.19	0.30	0.30
Nonsectarian	5,610	2.00	0.27	0.28	0.36	0.36
Community type						
City	6,430	1.35	0.14	0.18	0.31	0.31
Suburban	5,910	1.38	0.18	0.20	0.33	0.33
Town	2,460	2.16	0.20	0.43	0.59	0.59
Rural	3,620	1.92	0.46	0.29	0.55	0.55
School level						
Elementary	8,220	0.86	0.11	0.16	0.22	0.22
Secondary	2,960	1.84	0.28	0.25	0.45	0.45
Combined	10,450	1.79	0.19	0.23	0.32	0.32
Student enrollment						
Less than 100	2,950	1.64	0.24	0.28	0.40	0.40
100-199	4,010	1.93	0.16	0.23	0.33	0.33
200-499	6,270	1.31	0.21	0.20	0.28	0.28
500-749	4,460	2.64	0.36	0.38	0.58	0.58
750 or more	5,630	2.18	0.24	0.38	0.69	0.69
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	3,830	2.02	0.18	0.25	0.41	0.41
35-49	1,810	5.11	0.82	0.72	1.03	1.03
50-74	1,350	7.09	0.43	0.52	1.03	1.03
75 or more	2,820	2.41	0.54	0.95	1.22	1.22
School did not participate in free or reduced-price lunch program	7,990	0.96	0.14	0.15	0.23	0.23

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table A-7. Standard errors for Table 7: Percentage of regular full-time school teachers, average base salary and earnings from salary supplements during the current school year for regular full-time teachers, by school type and selected school characteristics; 2007-08

School type and selected school characteristic	Percent of teachers who are regular full-time teachers	Average annual base salary of regular full-time teachers	Average annual earnings from all sources	Extracurricular activities in same school system		Salary supplements		Job outside the school system	
				Percent	Average amount	Percent	Average amount	Percent	Average amount
All schools	0.29	180	200	0.48	40	0.38	60	0.36	170
All public schools	0.30	200	220	0.52	50	0.43	60	0.39	190
School classification									
Traditional public	0.31	210	220	0.54	50	0.42	60	0.39	190
Charter school	1.26	640	710	2.28	250	2.59	200	2.11	700
Community type									
City	0.64	430	450	1.19	110	0.77	150	0.90	400
Suburban	0.61	470	490	0.90	80	0.83	110	0.66	320
Town	0.61	540	560	1.40	110	1.16	240	1.05	410
Rural	0.50	320	360	1.06	110	1.03	90	0.85	370
School level									
Elementary	0.43	280	300	0.80	60	0.64	80	0.57	300
Secondary	0.30	340	360	0.58	70	0.49	120	0.47	240
Combined	0.72	660	680	1.45	180	1.37	120	1.12	540
Student enrollment									
Less than 100	2.06	1,200	1,250	2.53	240	3.36	430	2.17	1,590
100-199	1.54	1,140	1,210	2.60	310	1.78	250	1.70	570
200-499	0.66	380	380	1.08	70	0.88	110	0.80	370
500-749	0.67	510	510	1.31	90	1.02	150	0.73	420
750-999	0.84	740	740	1.66	120	1.48	170	1.03	360
1,000 or more	0.45	440	480	0.80	90	0.80	130	0.63	370
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	0.51	390	420	0.74	80	0.63	100	0.71	260
35-49	0.49	570	570	1.34	100	1.08	150	0.89	460
50-74	0.63	360	380	1.33	120	1.29	140	0.92	390
75 or more	0.71	670	670	1.58	130	1.30	160	1.12	460
School did not participate in free or reduced-price lunch program	2.99	1,900	1,830	4.34	390	2.68	370	2.25	1,930
All BIE schools	0.85	510	530	2.72	160	1.73	240	2.02	980

See notes at end of table.

Table A-7. Standard errors for Table 7: Percentage of regular full-time school teachers, average base salary and earnings from salary supplements during the current school year for regular full-time teachers, by school type and selected school characteristics; 2007-08—Continued

School type and selected school characteristic	Percent of teachers who are regular full-time teachers	Average annual base salary of regular full-time teachers	Average annual earnings from all sources	Extracurricular activities in same school system		Salary supplements		Job outside the school system	
				Percent	Average Amount	Percent	Average Amount	Percent	Average Amount
All private schools	0.92	320	370	0.99	130	0.70	200	0.88	330
School classification									
Catholic	0.81	360	450	1.87	190	0.70	540	1.25	650
Other religious	1.59	550	650	1.33	270	1.23	320	1.51	900
Nonsectarian	2.00	800	800	2.06	200	1.34	420	1.68	600
Community type									
City	1.35	500	530	1.67	140	1.13	310	1.31	490
Suburban	1.38	580	620	1.58	290	0.93	240	1.25	930
Town	2.16	1,020	1,010	3.15	560	1.75	370	2.67	500
Rural	1.92	930	1,050	2.08	310	1.50	730	2.08	740
School level									
Elementary	0.86	470	540	0.97	320	0.87	310	0.93	470
Secondary	1.84	690	800	2.98	170	1.66	540	2.07	780
Combined	1.79	740	840	1.68	210	1.26	290	1.75	920
Student enrollment									
Less than 100	1.64	700	790	1.15	390	1.18	480	1.50	490
100-199	1.93	530	610	1.61	580	0.99	760	1.68	680
200-499	1.31	470	510	1.45	190	0.99	370	1.41	850
500-749	2.64	760	760	3.08	320	1.46	650	2.48	1,070
750 or more	2.18	1,230	1,300	3.45	190	2.54	560	2.06	1,050
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	2.02	830	890	2.18	230	1.32	440	1.22	660
35-49	5.11	2,400	2,440	3.61	440	4.00	450	3.24	1,600
50-74	7.09	1,070	1,140	2.98	1,890	1.72	240	3.88	1,030
75 or more	2.41	1,780	1,820	4.05	760	3.56	720	4.94	1,090
School did not participate in free or reduced-price lunch program	0.96	430	490	1.20	160	0.82	240	1.01	570

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Table A-8. Standard errors for Table 8: Average class size for school teachers in elementary schools, secondary schools, and schools with combined grades, by classroom type, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Elementary schools		Secondary schools		Combined grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All schools	0.13	0.50	1.04	0.17	0.36	0.34
All public schools	0.14	0.56	1.05	0.18	0.54	0.36
School classification						
Traditional public	0.14	0.57	1.07	0.18	0.55	0.40
Charter school	0.72	1.18	9.65	0.99	1.16	0.88
Community type						
City	0.30	1.20	2.61	0.37	1.66	1.08
Suburban	0.25	0.75	1.67	0.35	1.57	0.99
Town	0.33	1.34	1.44	0.36	1.65	0.97
Rural	0.27	0.76	1.95	0.38	0.47	0.38
Student enrollment						
Less than 100	0.99	1.73	2.01	1.86	0.83	0.69
100-199	0.64	0.96	6.35	0.80	0.59	0.76
200-499	0.22	0.86	2.20	0.35	0.95	0.49
500-749	0.23	0.84	2.33	0.42	1.07	0.74
750-999	0.44	1.22	2.38	0.59	0.85	1.03
1,000 or more	0.52	0.80	1.67	0.26	1.80	1.30
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	0.22	0.80	1.24	0.23	1.09	0.62
35-49	0.37	0.91	2.54	0.43	1.19	0.77
50-74	0.25	0.80	2.19	0.57	0.80	0.75
75 or more	0.34	1.51	4.46	0.53	1.03	0.94
School did not participate in free or reduced-price lunch program	1.52	1.61	4.36	1.02	2.29	1.17
All BIE schools	0.47	0.93	12.21	1.35	0.74	0.75

See notes at end of table.

Table A-8. Standard errors for Table 8: Average class size for school teachers in elementary schools, secondary schools, and schools with combined grades, by classroom type, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	
All private schools	0.26	0.54	3.57	0.60	0.58	0.54	0.58	0.54	
School classification									
Catholic	0.33	0.58	5.26	0.67	8.69	1.62	8.69	1.62	
Other religious	0.52	0.88	6.34	0.96	0.61	0.83	0.61	0.83	
Nonsectarian	0.60	2.22	5.15	0.78	0.97	0.79	0.97	0.79	
Community type									
City	0.46	0.76	5.37	0.79	1.04	0.73	1.04	0.73	
Suburban	0.37	1.14	2.10	1.00	0.93	1.18	0.93	1.18	
Town	0.63	1.19	1.36	3.11	3.05	1.46	3.05	1.46	
Rural	0.91	1.14	16.41	1.73	0.76	0.92	0.76	0.92	
Student enrollment									
Less than 100	0.35	0.68	4.78	0.90	0.45	0.76	0.45	0.76	
100-199	0.34	0.51	11.36	1.23	0.74	0.51	0.74	0.51	
200-499	0.37	0.64	5.49	0.88	0.91	1.00	0.91	1.00	
500-749	0.46	1.87	†	1.29	1.15	1.19	1.15	1.19	
750 or more	2.88	8.82	†	1.11	2.79	1.68	2.79	1.68	
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	0.47	1.10	11.90	1.38	3.15	0.94	3.15	0.94	
35-49	0.84	2.50	0.08	3.31	3.01	2.76	3.01	2.76	
50-74	1.05	0.83	1.54	8.51	1.64	5.91	1.64	5.91	
75 or more	1.83	4.02	†	4.26	2.11	7.03	2.11	7.03	
School did not participate in free or reduced-price lunch program	0.32	0.63	3.74	0.75	0.54	0.56	0.54	0.56	

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Appendix B: Methodology and Technical Notes

Overview of the Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and is conducted by the U.S. Census Bureau. SASS is a nationally representative sample survey of public,¹ private, and Bureau of Indian Education-funded (BIE) K-12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public and BIE schools are also part of SASS. SASS has been conducted six times: in school years 1987-88, 1990-91, 1993-94, 1999-2000, 2003-04, and 2007-08.

The 2007-08 SASS consisted of questionnaires for five types of respondents: school districts (public), schools (public, private, and BIE), principals (public, private, and BIE), teachers (public, private, and BIE), and school library media centers (public and BIE). Modified versions of the public principal, public school, and public teacher questionnaires that incorporated wording and questions appropriate for private school settings were sent to private schools. BIE and charter schools and schools in single-school districts received a modified public school questionnaire that included both district and school items. BIE principals, teachers, and library media centers received the same questionnaires as public principals, public teachers, and public school library media centers. The Private School Questionnaire also incorporated the Private School Universe Survey (PSS) items that were collected at the same time as SASS in 2007-08.² Information from all the surveys can be linked. For the content of the questionnaires, please see <http://nces.ed.gov/surveys/sass/question0708.asp>. Appendix C of this report provides information about how the SASS data files used to produce this report were created.

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools, teachers, principals, school districts, and school library media centers; national and regional estimates for public charter and BIE schools, teachers, principals, and school library media centers; and national, regional, and affiliation estimates for private schools, teachers, and principals. Comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels, because private schools were selected for sampling by affiliation strata and region rather than by 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) at the state level for public school teachers and at the regional or affiliation level for private school teachers.

This appendix includes information on all components of SASS. For additional information on the specific SASS-related topics discussed in this appendix, consult the

¹ Public schools include traditional public and charter schools.

² The 2007-08 school year was a survey year for both SASS and PSS. The PSS is administered by NCES every 2 years to all private K-12 schools in the United States. The SASS Private School Questionnaire includes all of the PSS questions so that private schools selected for SASS would not be asked to complete two separate questionnaires.

Documentation for the 2007-08 Schools and Staffing Survey (Tourkin et al. forthcoming). To access additional general information on SASS or for electronic copies of the questionnaires, go to the SASS home page (<http://nces.ed.gov/surveys/sass>).

Sampling Frames and Sample Selection

Public and BIE schools. The starting point for the 2007-08 SASS public school and BIE school sampling frame was the preliminary 2005-06 Common Core of Data (CCD) Nonfiscal School Universe data file. The CCD includes regular and nonregular schools (special education, alternative, vocational, or technical), public charter schools, and BIE schools. The sampling frame was adjusted from the CCD in order to fit the definition of a school eligible for SASS. To be eligible for SASS, a school was defined as an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more of grades 1-12 or the ungraded equivalent; and is located in one or more buildings apart from a private home. It was possible for two or more schools to share the same building; in this case, they were treated as different schools if they had different administrators (i.e., principal or school head).

The SASS definition of a school is generally similar to the CCD definition, with some exceptions. SASS is confined to the 50 states plus the District of Columbia and excludes the other jurisdictions and Department of Defense overseas schools. The CCD includes some schools that do not offer teacher-provided classroom instruction in grades 1-12 or the ungraded equivalent. In some instances, schools in the CCD are essentially administrative units that may oversee entities that provide classroom instruction or they may only provide funding and oversight. The CCD schools with the same location, address, and phone number were collapsed during the SASS frame building on the assumption that the respondent would consider them to be one school. Because SASS allows schools to define themselves, Census Bureau staff observed that schools generally report as one entity in situations where the administration of two or more schools on the CCD is the same. A set of rules was applied in certain states to determine in which instances school records should be collapsed together. When school records were collapsed together, the student and teacher counts, grade ranges, and names as reported to the CCD were all modified to reflect the change.

Finally, additional school records were added to the sampling frame. Most of these records were for Career Technical Centers or alternative, special education, or juvenile justice facilities in California, Pennsylvania, New York, and other states. For a detailed list of frame modifications, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming). After adding, deleting, and collapsing school records, the SASS public school sampling frame consisted of 90,410 traditional public schools, 3,850 public charter schools, and 180 BIE schools.

The SASS sample is a stratified probability-proportionate-to-size (PPS) sample. With the exception of BIE schools, all schools underwent multiple levels of stratification.³ The

³ BIE schools that fit the SASS definition of a school were included in the 2007-08 SASS public school sample with certainty.

sample was allocated so that national-, regional-, and state-level elementary, secondary, and combined public school estimates could be made. The sample was allocated to each state by grade range (elementary, secondary, and combined) and school type (traditional public, public charter, BIE-funded, and schools with high American Indian enrollment). For a full description of the allocation procedure, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming). Within each stratum, all non-BIE schools were systematically selected using a PPS algorithm. The measure of size used for the schools was the square root of the number of full-time-equivalent teachers reported or imputed for each school during the sampling frame creation. Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and thus automatically excluded from the probability sampling operation. (For a more detailed explanation of PPS sampling, consult *Sampling Techniques* [Cochran 1977].) These sampling procedures resulted in a total public school sample of about 9,800 public schools (including both traditional public and public charter schools) and 180 BIE schools in the 2007-08 SASS.

Private schools. The 2007-08 SASS private school frame was based on the 2005-06 Private School Universe Survey (PSS).⁴ The PSS is designed to generate biennial data on the total number of private schools, students, and teachers and to build a universe of private schools in the 50 states and the District of Columbia to serve as a sampling frame of private schools for NCES sample surveys, such as SASS. Prior to each PSS collection, NCES updates the list of schools to be included in the PSS by collecting membership lists from private school associations and religious denominations, as well as private school lists from state education departments. This list-frame update is intended to improve coverage of new private schools and private schools previously not included in the PSS. Since the list-frame update for the 2007-08 PSS preceded the SASS frame building, the SASS private school sample frame was augmented with the private schools discovered during the PSS list-frame update. The SASS private school frame also includes schools in the 2005-06 PSS area frame. This area frame includes schools that were overlooked in the list-building operation. In a sample of 124 geographical areas (out of 2,062), local field staff used such resources as local telephone directories, local resource guides, etc., to identify schools. The resultant lists of schools were matched to the PSS list frame, and any school that was not part of the list frame was added as an area frame school.

During the creation of the SASS private school sampling frame, schools with kindergarten as the highest grade level were deleted from the frame. Also, private school records that were missing information necessary for the SASS school sample selection were amended. For example, the school grade range was needed to stratify SASS schools during the private school sampling process. If the data on school grade range were missing, values were assigned in one of four ways: taking information from earlier PSS data, using information from the school's name (e.g., middle school) to assign a grade range, calling the school to assign a specific grade range, or, as a last resort, assigning a grade level of combined (both elementary and secondary levels). Missing information on school affiliation and student and teacher counts were assigned in a similar manner. After these changes, the private school sampling frame consisted of 28,490 private schools.

⁴ For more information about the PSS, see <http://nces.ed.gov/surveys/pss>.

Private schools were stratified by affiliation, grade level (elementary, secondary, and combined), and census region (Northeast, Midwest, South, and West). The number of private school affiliation strata was reduced from 17 in 2003-04 to 11 in 2007-08. The current affiliation strata include

- Catholic – parochial;
- Catholic – diocesan;
- Catholic – private;
- Baptist;
- Jewish;
- Lutheran;
- Seventh-Day Adventist;
- Other religious;
- Nonsectarian – regular;
- Nonsectarian – special emphasis; and
- Nonsectarian – special education.

Within each stratum, private schools in the list frame were systematically selected using a PPS algorithm. The measure of size used was the square root of the number of full-time-equivalent teachers. 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. About 2,940 private schools were sampled, 2,760 from the list frame and 180 from the 2005-06 PSS area frame.

School districts. Since the SASS sample design calls for schools to be selected first, the school district sample consists of the districts that were associated with the schools in the public school sample. This provides the linkage between the district and the school. However, in Delaware, Florida, Maryland, Nevada, and West Virginia, a different sampling method was used because an earlier simulation study revealed that in these states standard errors were high relative to the sampling rate. To improve the reliability of SASS school district estimates, all districts in these states were included in the sample. Placing all districts in each of these five states in the sample reduced the overall state standard error to zero, if all districts responded. About 5,250 public school districts were pulled into the sample by being associated with sampled public schools.

Teachers. Teachers are defined as staff who teach regularly scheduled classes to students in any of grades K-12. Teacher rosters (i.e., Teacher Listing Forms) were collected from sampled schools, primarily by mail, and compiled at the Census Bureau. This compilation was done on an ongoing basis throughout the roster collection period. Along with the names of teachers, sampled schools were asked to provide information about each teacher's teaching experience (1-3 years, 4-19 years, and 20 or more years), teaching status (full- or part-time), and subject matter taught (special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other), as well as whether the school felt the teacher would likely be teaching at the same school the following year.

Sampling was also done on an ongoing basis throughout the roster collection period. The Census Bureau first stratified teachers into five teacher types: (1) new teachers expected

to be teaching at the same school the next school year, (2) experienced teachers expected to be teaching at the same school the next school year, (3) new teachers expected to leave the next school year, (4) mid-career teachers expected to leave the next school year, and (5) highly experienced teachers expected to leave the next school year. Before teachers were allocated to these strata, schools were first allocated an overall number of teachers to be selected within each school stratum. Sampling rates for teachers varied between the strata listed above. Private school teachers in above category 2 and all teachers in above categories 3-5 were oversampled at different rates. So that a school would not be overburdened by sampling too large a proportion of its teachers, the maximum number of teachers per school was set at 20. About 14 percent of the eligible public schools, 15 percent of the eligible private schools, and 13 percent of eligible BIE schools did not provide teacher lists. For these schools, no teachers were selected. Within each teacher stratum in each school, teachers were selected systematically with equal probability. About 56,360 teachers were sampled, 47,440 from public schools, 750 from BIE schools, and 8,180 from private schools (detail may not sum to totals because of rounding).

Principals. The principal of each sampled school was selected. About 12,910 school principals were sampled (9,800 public, 180 BIE, and 2,940 private) (detail may not sum to totals because of rounding).

Library media centers. A library media center in each sampled public and BIE school was also selected. Private schools were not included in the library media center survey because of NCES budget constraints. About 9,800 public school and 180 BIE school library media centers were sampled.

Data Collection Procedures

Before the administration of the 2007-08 SASS, several changes were made in the survey sample design, questionnaire content, procedures, and methodology. For details on these changes, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

In 2007-08, SASS employed a mail-based survey approach, with subsequent telephone and field follow-up. In preparation for data collection, advance letters were mailed to the sampled schools in September 2007 to verify their addresses. School packages were mailed at the beginning of the school year.⁵ Next, schools were telephoned using a computer-assisted telephone-interviewing (CATI) instrument to verify school information, establish a survey coordinator (who became the main contact person at the school for subsequent communication), and follow up on the Teacher Listing Form. Teacher questionnaires were mailed to schools on a flow basis as teachers were sampled

⁵ The SASS school package contained a cover letter to the principal, a cover letter to the survey coordinator, the Teacher Listing Form, the Public School Principal Questionnaire/Private School Principal Questionnaire, the Public School Questionnaire/Public School Questionnaire (With District Items)/Private School Questionnaire, the School Library Media Center Questionnaire (for public and BIE-funded schools only), postage-paid return envelopes, an NCES pamphlet detailing general information about SASS, an NCES brochure detailing some of the findings from the 2003-04 SASS, and the *Statistical Abstract of the United States: 2007 CD*.

on an ongoing basis from the data provided on the Teacher Listing Form. The field follow-up period was preceded by phone calls from the telephone centers to remind the survey coordinator to have staff complete and return all forms. Individual survey respondents (principal, librarian, and teachers) were also called from the telephone centers and asked to complete the questionnaire by phone. Data collection ended in June 2008.

Data Processing and Imputation

The Census Bureau used both central processing and headquarters staff to check returned questionnaires, capture data, and implement quality control procedures. Questionnaires that had a preliminary classification of a complete interview were submitted to a series of computer edits consisting of a range check, a consistency edit, and a blanking edit.⁶ After these edits were run and reviewed by analysts, the records were put through another edit to make a final determination as to whether the case was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

After the final edits were run, cases with “not-answered” values for items remained. Values were imputed using a two stage process. In the first stage, items were imputed with a valid response using data either from the sample frame, other items in the same SASS questionnaire, or another questionnaire associated with the same school or school district. In addition, data were ratio adjusted in some circumstances so that items were consistent with one another. In the second stage, donor-respondent methods, such as hot-deck imputation, were used. If no suitable donor case could be matched, the few remaining items were imputed with a mean or mode from groups of similar cases. After each stage of imputation, computer edits were run again to verify that the imputed data were consistent with the existing questionnaire data. If that was not the case, an imputed value was blanked out by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Imputation flags, indicating which imputation method was used, were assigned to each imputed survey variable. For further information, see the section on data processing and imputation in the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted SASS unit response rate was produced by dividing the base-weighted number of respondents who completed

⁶ Blanking edits delete answers to questions that should not have been filled in (e.g., if a respondent followed a wrong skip pattern).

questionnaires by the base-weighted number of eligible sampled cases.⁷ Table B-1 summarizes the base-weighted unit response rates for each survey type. Because response rates vary between surveys, it is possible not to have information for all the components related to a particular school. For example, it is possible that a district does not have a corresponding school record or there may not be a principal record for every school.

Table B-1. Base-weighted unit and overall response rates, by survey: 2007-08

Survey	Unit response rate (percent)	Overall response rate (percent)
Public School Teacher Listing Form	86.2	†
BIE School Teacher Listing Form	87.3	†
Private School Teacher Listing Form	85.1	†
Public School District	87.8	†
Public School	80.4	†
BIE School	77.1	†
Private School	75.9	†
Public School Principal	79.4	†
BIE School Principal	79.2	†
Private School Principal	72.2	†
Public School Teacher	84.0	72.4
BIE School Teacher	81.8	71.4
Private School Teacher	77.5	65.9
Public School Library Media Center	81.7	†
BIE School Library Media Center	78.9	†

† Not applicable.

NOTE: Response rates were weighted using the inverse of the probability of selection (base weight). BIE refers to schools funded by the Bureau of Indian Education that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School Teacher, BIE School Teacher, and Private School Teacher Listing Forms, Public School District, Public School, BIE School, Private School, Public School Principal, BIE School Principal, Private School Principal, Public School Teacher, BIE School Teacher, Private School Teacher, Public School Library Media Center, and BIE School Library Media Center data files," 2007-08.

Overall response rates. The overall response rate represents the response rate to the survey taking into consideration each stage of the survey. For teachers, the overall response rate is calculated as the product of the response rate to two stages: the Teacher Listing Form and the teacher questionnaire.⁸ The base-weighted overall response rate for public school teachers was 72.4 percent; for BIE school teachers, 71.4 percent; and for private school teachers, 65.9 percent. For the other surveys, the overall and unit response rates are the same since they have only one data collection stage.

⁷ For the formula used to calculate the unit response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

⁸ For the formula used to calculate the overall response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

Unit nonresponse bias analysis. Because the NCES Statistical Standards (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, all SASS files were evaluated for potential bias. First, the base-weighted unit response rate was calculated by state, region, or affiliation depending on the sector (public, BIE, and private respectively). If the base-weighted response rate for any state, region, or affiliation was below 85 percent, a detailed comparison of respondents to the frame population was conducted by examining the following characteristics: grade level, urbanicity, enrollment, and state/affiliation. A difference between the frame and respondent population was considered noteworthy if the difference was statistically significant and the following four conditions were met:

- The relative difference between the frame and respondent population was greater than 10 percent;
- The absolute difference was greater than one percentage point;
- The coefficient of variation was less than 15 percent; and
- The cell for each subpopulation contained at least 30 interviews.

As shown in table B-1, the base-weighted response rate for the teacher listing form was 86.2 for public schools, 87.3 for BIE schools, and 85.1 for private schools. The base-weighted response rate for the teacher survey was 84.0 percent for public school teachers, 81.8 percent for BIE school teachers, and 77.5 percent for private school teachers. When response rates were calculated further by state, affiliation, or region, 23 states, 11 affiliations, and 2 regions had rates below 85 percent. Table B-2 contains a list of the comparisons between the frame and the weighted distribution that were analyzed for potential bias, with an indication of the comparisons with evidence of potential bias.

Table B-2. Comparisons between frame distribution and base-weighted and final-weighted respondent distributions for school teachers with an indication of potential sources of bias, by school type and survey instrument: 2007-08

Potential source of bias	Base-weighted respondent distribution	Final-weighted respondent distribution
Public teacher listing form		
National, locale (central city)		x
Massachusetts, enrollment (500-750 students)	x	
Virginia, locale (suburban)	x	x
Virginia, locale (rural)		x
Private teacher listing form		
Jewish, school level (elementary)	x	
Affiliation (Nonsectarian, regular)		x
Nonsectarian, regular (locale, central city)	x	
Nonsectarian, regular (enrollment, 200-499 students)	x	
Public teacher survey		
Wyoming, enrollment (1,000 or more students)	x	
BIE teacher survey		
South Dakota	x	
National, enrollment (0-100 students)	x	
All other states, school level (combined)		x
Private teacher survey		
Affiliation (Catholic – Parochial and Diocesan)		x
Affiliation (Jewish)	x	x
Affiliation (Nonsectarian – regular)		x
National, school level (elementary and combined)		x

NOTE: x denotes comparisons that are a potential source of bias. BIE refers to schools funded by the Bureau of Indian Education that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Teacher Listing Forms," Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Nonresponse adjustments were designed to reduce or eliminate nonresponse bias. The following variables were included in the nonresponse adjustments: grade level, urbanicity, enrollment, and state/affiliation. For the teacher data files, the nonresponse adjustments also included years of teaching experience and main subject taught. The final-weighted comparison to the frame reflects the nonresponse adjustment. Table B-2 shows those comparisons that have evidence of potential bias after the nonresponse adjustments were included. For further information on unit response rates and nonresponse bias analysis, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted SASS item response rate is calculated by dividing the base-weighted number of respondents who provided an answer

to an item by the base-weighted number of respondents who were eligible to answer that item.⁹ Table B-3 provides a brief summary of the base-weighted item response rates for each survey. The nonresponse bias analysis conducted at the item level revealed no substantial evidence of bias in the teacher files. For further information on nonresponse bias analysis and item response rates, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

Table B-3. Summary of base-weighted item response rates, by survey: 2007-08

Survey	Percent of items with a response rate of 85 percent or more	Percent of items with a response rate of less than 85 percent
Public School Teacher Listing Form	†	†
BIE School Teacher Listing Form	†	†
Private School Teacher Listing Form	†	†
Public School District	97.9	2.1
Public School	95.2	4.8
BIE School	85.8	14.2
Private School	88.3	11.7
Public School Principal	99.4	0.6
BIE School Principal	98.2	1.8
Private School Principal	98.0	2.0
Public School Teacher	91.4	8.6
BIE School Teacher	86.8	13.2
Private School Teacher	90.0	10.0
Public School Library Media Center	95.1	4.9
BIE School Library Media Center	93.4	6.6

† Not applicable.

NOTE: Response rates were weighted using the inverse of the probability of selection (base weight). Detail may not sum to totals because of rounding. BIE refers to schools funded by the Bureau of Indian Education that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School, BIE School, and Private School Teacher Listing Forms, Public School District, Public School, BIE School, Private School, Public School Principal, BIE School Principal, Private School Principal, Public School Teacher, BIE School Teacher, Private School Teacher, Public School Library Media Center, and BIE School Library Media Center data files," 2007-08.

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For SASS, a base weight (e.g., the inverse of the sampled teacher's probability of selection) is used as the starting point. Next, a series of nonresponse adjustment factors are calculated and applied using information from the 2003-04 SASS nonresponse bias analysis and information about the respondents known from the sampling frame data. Finally, for some files, a ratio adjustment factor is calculated and applied to the sample to adjust the sample totals to the frame totals. The product of these factors is the final weight for each SASS respondent, which appears as

⁹ For the formula to calculate the item response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

DFNLWT on the SASS Public School District data file, AFNLWGT on all SASS Principal data files, SFNLWGT on all SASS School data files, TFNLWGT on all SASS Teacher data files, and MFNLWGT on all SASS Library Media Center data files.

The counts in table 1 do not necessarily match the frame counts because some cases in the frame were found to be ineligible (i.e., out-of-scope) and because not all data files (e.g., principal or library media center) are post-stratified to match the frame counts.

Variance Estimation

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

One method of calculating sampling errors of complex sample designs is replication. Replication methods involve constructing a number of subsamples (i.e., 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. Each SASS data file includes a set of 88 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file. The replicate weights for SASS respondents are DREPWT1-DREPWT88 for districts, AREPWT1-AREPWT88 for principals, SREPWT1-SREPWT88 for schools, TREPWT1-TREPWT88 for teachers, and MREPWT1-MREPWT88 for library media centers.

Reliability of Data

SASS estimates are based on samples. The sample estimates may differ somewhat from the values that would be obtained from the universe of respondents using the same questionnaire, instructions, and field representatives. The difference occurs because a sample survey estimate is subject to two types of errors: nonsampling and sampling. Estimates of the magnitude of sampling error for SASS data can be derived or calculated. Nonsampling errors are attributed to many sources, including definitional difficulties, the inability or unwillingness of respondents to provide correct information, differences in the interpretation of questions, an inability to recall information, errors made in collection (e.g., in recording or coding the data), errors made in processing the data, and errors made in estimating values for missing data. Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers.

Caution Concerning Changes in Estimates

Care must be taken in estimating change over time in a SASS data element, because some of the measured change may not be attributable to a change in the education system. Some of the change may be due to changes in the sampling frame, changes in questionnaire item wording, or other changes. For example, the definition of locale codes has undergone major changes since the 2000 Decennial Census. The first major change was an improvement in geocoding technology, which improved the assignment of specific addresses to physical locations. In 2005, a new locale code for CCD was implemented based on the new urban-centric method of classifying locale. Changes in how areas and, thus, schools are categorized may account for at least some changes that are noted from previous administrations.

To facilitate the transition from the older locale codes to the new ones, locale codes based on geographic concepts from both the 2000 Decennial Census and the new urban-centric method are included in the 2007-08 SASS data files. (SLOCP8, URBANS8, DLOCP8, and URBAND8 use the 2000 Census metropolitan areas, and SLOCP12, URBANS12, DLOCP12, and URBAND12 use the new urban-centric method.) The specific categories reported by the 2000 Census locale codes are based upon the 2000 Census definitions for central city, urban fringe of a large or medium-sized central city, large or small town, and rural areas either inside a metropolitan area or outside a metropolitan area. The new urban-centric locale codes are based on the more immediate proximity of a physical location to an urbanized area than are the older, county-based locale codes. This report uses the new urban-centric locale codes.

Appendix C: Description of Data Files

Description of Data Files

The 2007-08 Schools and Staffing Survey (SASS) data are being released in 12 data files. Those data files were created from nine survey questionnaires: the School District Questionnaire, School Questionnaire (public), Private School Questionnaire, Public School Questionnaire (With District Items),¹ Principal Questionnaire, Private School Principal Questionnaire, Teacher Questionnaire, Private School Teacher Questionnaire, and Library Media Center Questionnaire. Table C-1 identifies each data file and the questionnaire data used to build the file.

Table C-1. Names of data files and the questionnaires from which the data were drawn: 2007-08

Data file	Questionnaire source
School district	School District Questionnaire, Public School Questionnaire (With District Items)
Public school	School Questionnaire, Public School Questionnaire (With District Items)
Private school	Private School Questionnaire
BIE school	Public School Questionnaire (With District Items)
Public school principal	Principal Questionnaire
Private school principal	Private School Principal Questionnaire
BIE school principal	Principal Questionnaire
Public school teacher	Teacher Questionnaire
Private school teacher	Private School Teacher Questionnaire
BIE school teacher	Teacher Questionnaire
Public school library media center	Library Media Center Questionnaire
BIE school library media center	Library Media Center Questionnaire

NOTE: BIE refers to schools funded by the Bureau of Indian Education that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2007-08.

For the most part, there is a separate data file for each type of respondent (district, school, principal, teacher, and library media center) for each school type or sector (public,² private, and BIE-funded [BIE]). There are two exceptions: 1) there are no School District files for private and BIE schools as these sectors do not have districts, per se, and 2) there is no Library Media Center data file for private schools because library media centers in private schools were not included in the 2007-08 SASS (for budget reasons).

The School District data file includes responses from school districts to the School District Questionnaire along with the “district items” taken from the Public School Questionnaire (With District Items) completed by the subset of public schools that were not associated with “traditional” school districts. These schools include state-run schools, traditional public schools in single-school districts, and independent charter schools.

¹ The School Questionnaire (With District Items) is an expanded version of the Public School Questionnaire that includes items from the School District Questionnaire.

² Public includes traditional public and public charter.

Rather than ask these public schools to complete two questionnaires, School and School District, NCES created the Public School Questionnaire (With District Items) to capture district data from these schools. Table C-2 shows the different respondents and questionnaires used to create the School District data file.

Table C-2. The number of cases in the School District data file, by respondent and source of data: 2007-08

Respondent	Source of data in the district file	Number of cases
Total		4,600
Regular districts	School District Questionnaire	3,950
State run schools ¹	Public School Questionnaire (With District Items)	40
Schools in single-school districts	Public School Questionnaire (With District Items)	470
Independent charter schools	Public School Questionnaire (With District Items)	140

¹ These include schools for the blind, career and technical centers, and schools in detention centers run by a state.

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), "Public School District and Public School Data Files," 2007-08.

The “district items” gathered from the Public School Questionnaire (With District Items) were not placed on the Public School data file, but they were kept with the school items on the BIE School data file.

Appendix D: Description of Variables

Description of Variables

The variables that are included in this report are listed in table D-1. Those with variable names that begin with “T” and are followed by four digits are survey variables that come from items on the Teacher Questionnaire. For survey variables, the numeric part of the variable name can be found in the questionnaires to the left of the corresponding question. The variables without the letter plus four digit names are “created variables,” meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in the National Center for Education Statistics (NCES) publications and have been added to the data files to facilitate data analysis. The definitions for the created variables follow table D-1. The variables without a variable name were created for this analysis and are not on the data files.

Table D-1. Variables used in the Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States: Results From the 2007-08 Schools and Staffing Survey report: 2007-08

Variable	Variable name in data file
Average academic year base teaching salary of regular full-time teachers	T0343
Average amount of salary supplements from extracurricular activities in same school system	T0345
Average amount of salary supplements from jobs outside of the school system	T0349
Average amount of salary supplements from other school sources	--- ⁽¹⁾
Average class size for teachers with departmentalized instruction	--- ⁽¹⁾
Average class size for teachers with elementary subject classes	--- ⁽¹⁾
Average class size for teachers with self-contained or team-teaching classes	T0070
Average hours per week spent delivering instruction to a class of students	T0262
Average hours required to receive base pay during a typical week	T0261
Average hours spent on all teaching and other school-related activities during a typical full week	T0260
Average salary from all sources	--- ⁽¹⁾
Charter school identifier	CHARFLAG ¹
Class organization	T0068
Highest degree earned	HIDEGR ¹
Number of years experience as a full-time elementary or secondary teacher in public and private schools	--- ⁽¹⁾
Number of years teaching at current school	T0036
See notes at end of table.	

Table D-1. Variables used in the Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States: Results From the 2007-08 Schools and Staffing Survey report: 2007-08—Continued

Variable	Variable name in data file
Percent with a job outside of the school system	T0348
Percent with salary supplements from extracurricular activities in same school system	T0344
Percent with salary supplements from other school sources	T0346
Percentage of regular full-time teachers	T0025
Percentage of students in the school approved for National School Lunch Program	NSLAPP_S ¹
Student enrollment	SCHSIZE ¹
Teacher's sex	T0352
Teacher's age	AGE_T ¹
Teacher's race/ethnicity	RACETH_T ¹
Three-category private school typology	RELIG ¹
Three-category school level	SCHLEVEL ¹
Urban-centric school locale code	URBANS12 ¹

¹The definition for this variable can be found below.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher, BIE School Teacher, and Private School Teacher Data Files," 2007-08.

Average amount of salary supplements from other school sources: A variable that combines the amount a teacher earned from school sources over the summer (T0336 and T0339).

Average class size for teachers with departmentalized instruction: This variable is a combination of all possible class size responses for teachers with departmentalized instruction (T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104, T0107).

Average class size for teachers with elementary subject classes: This variable is a combination of all possible class size responses for teachers with elementary subject classes (T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104, T0107).

Average salary from all sources: A variable that combines the amount a teacher earned from all possible sources during the school year (T0343, T0345, T0347, T0349).

Charter school identifier (CHARFLAG): A flag variable that identifies charter schools. 1 = School is a public charter school, 2 = School is a traditional public school. A 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 regulation. CHARFLAG is based on S0230 from the public school and BIE school data files.

Highest degree earned (HIDEGR): A variable that indicates the highest degree a teacher has earned. Computed using the following variables (T0110, T0120, T0132, T0135, T0138, T0141).

Number of years experience as a full-time elementary or secondary teacher in public and private schools: A variable that combines the number of years of full-time experience a teacher had in public and private schools (T0038, T0041).

Percentage of students in school approved for the National School Lunch Program (NSLAPP_S): Taken from the public, private, and BIE school data files, NSLAPP_S is a continuous variable created by dividing the number of students approved for free or reduced-price lunches (S0217) by the total number of K-12 grade students enrolled (S0047) among schools that participated in the National School Lunch Program (NSLP) (S0215=1). Schools that did not participate in the NSLP have valid skip values. For this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced price lunches.

Student enrollment (SCHSIZE): Taken from the public, private, and BIE school data files, SCHSIZE is a continuous variable based on the number of K-12 and ungraded students enrolled in a respondent's school (S0047). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

Teacher's age (AGE_T): A variable based on respondents' reported year of birth. AGE_T is a continuous variable that was created by subtracting the teachers' reported years of birth (T0360) from the year of data collection (2007).

Teacher's race/ethnicity (RACETH_T): A variable based on respondents' reported race and ethnicity (T0353-T0358). The 2007-08 SASS allowed respondents to mark more than one racial category. Recoded into seven categories for this report: White, non-Hispanic; Black, non-Hispanic; American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian, non-Hispanic; Hispanic, regardless of race; and more than one race, non-Hispanic.

Three-category private school typology (RELIG): Taken from the private school data file, RELIG is a three-category variable based on the variables that identify the religious or nonreligious orientation of a private school (S0440-S0441): Catholic, Other religious, or Nonsectarian.

Three-category school level (SCHLEVEL): Taken from the public, private, and BIE school data files, SCHLEVEL is a three-category variable based on grades reported by the school: Elementary, secondary, and combined. Elementary schools are those with any of grades K-6 and none of grades 9-12. Secondary schools have any of grades 7-12 and none of grades K-6. Combined schools are those schools with grade levels in both elementary and secondary grade levels, or with all students in ungraded classrooms.

Urban-centric school locale code (URBANS12): Taken from the public, private, and BIE school data files, URBANS12 is a created variable collapsed from the 12 category urban-centric school locale code (SCLOP_07) which was assigned using the 2000 Decennial Census data and recoded into four categories: city, suburban, town, and rural.