

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

First Look



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Introduction

This report presents selected findings from the school library media center data files¹ of the 2007-08 Schools and Staffing Survey (SASS). SASS is a nationally representative sample survey of public,² 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 combined³ 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

¹ A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, resource center, information center, instructional materials center, or any other similar name.

² Public schools include traditional public and charter schools.

³ 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.

teachers; and 9,800 public school library media centers and 180 BIE school library media centers.

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 library media center survey. Findings from the district, principal, school, and teacher 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, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States: Results From the 2007-08 Schools and Staffing Survey* (NCES 2009-324)

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, 80,100 of the 87,190 traditional public schools had a library media center, while 1,820 of the 3,560 public charter schools had one. Of the 180 BIE-funded schools 160 had a library media center (table 1).
- The majority of all public school library media centers had at least one full-time, paid, state-certified library media center specialist (62 percent). Additionally, 11 percent had no full-time and at least one part-time, paid, state-certified library media center specialist and 27 percent had no full-time or part-time, paid, state-certified library media center specialists (table 2).
- In traditional public schools, 57 percent of paid professional library media center staff had a master's degree in a library-related major, which is a higher percentage than in public charter schools (29 percent) and BIE-funded schools (27 percent) (table 3).
- During the 2006-07 school year, BIE-funded library media centers spent an average of \$7,800 on books, traditional public school library media centers spent an average of \$6,630 on books, and public charter school library media centers spent an average of \$6,210 on books (table 4).
- Technology to assist students and staff with disabilities existed in 24 percent of traditional public school library media centers and in 21 percent of public charter school library media centers. About 18 percent of BIE-funded school library media centers had technology to assist students and staff with disabilities (table 5).
- About 97 percent of library media centers in traditional public schools, 88 percent in public charter schools, and 92 percent in BIE-funded schools had computer workstations (table 6).
- Ninety-eight percent of all public school library media centers had space for a full class of students at one time; of these library media centers, 82 percent could accommodate other activities concurrent with a full class (table 7).
- Thirteen percent of public school library media centers in rural areas and 9 percent of public school library media centers in each of the other three community types (cities, suburbs, towns) had been used as a classroom due to classroom shortage during the most recent full week of school (table 8).
- Family literacy activities were supported by 53 percent of BIE-funded school library media centers, 42 percent of traditional public school library media centers, and 33 percent of public charter school library media centers (table 9).

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.
- U.S. Department of Education, National Center for Education Statistics. (2003). *NCES Statistical Standards* (NCES 2003-601). Washington, DC: U.S. Government Printing Office.

Estimate Tables

Table 1. Number of schools that reported having library media centers, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Total number of schools ¹	Number of schools with a library media center ²
All public schools	90,760	81,920
School classification		
Traditional public	87,190	80,100
Charter school	3,560	1,820
Community type		
City	21,460	19,340
Suburban	25,810	23,740
Town	14,070	12,380
Rural	29,430	26,450
School level		
Elementary	62,440	59,730
Secondary	21,640	17,760
Combined	6,670	4,430
Student enrollment		
Less than 100	7,600	3,040
100-199	8,280	6,600
200-499	36,780	34,460
500-749	20,310	20,010
750-999	8,550	8,600
1,000 or more	9,230	9,200
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	33,830	32,390
35-49	14,780	14,270
50-74	19,810	18,280
75 or more	18,010	15,460
School did not participate in free or reduced-price lunch program	4,320	1,520
All BIE schools	180	160

¹The school data files were used to generate this estimate.

²The library media center data files were used to generate this estimate.

NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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, BIE School, Public School Library Media Center, and BIE School Library Media Center Data Files," 2007-08.

Table 2. Number and percentage distribution of library media centers that reported having full-time or part-time, state-certified, paid professional library media center specialists, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Number of library media centers that had			Percentage distribution of library media centers that had		
		At least one full-time, paid, state-certified library media center specialist	No full-time and at least one part-time, paid, state-certified library media center specialist	No full-time or part-time, paid, state-certified library media center specialists	At least one full-time, paid, state-certified library media center specialist	No full-time and at least one part-time, paid, state-certified library media center specialist	No full-time or part-time, paid, state-certified library media center specialists
All public schools	81,920	50,910	8,850	22,160	62.2	10.8	27.0
School classification							
Traditional public	80,100	50,540	8,750	20,810	63.1	10.9	26.0
Charter school	1,820	380 †	90 †	1,350	20.7 †	5.2 †	74.1
Community type							
City	19,340	11,800	1,780	5,770	61.0	9.2	29.8
Suburban	23,740	16,120	1,670	5,950	67.9	7.1	25.1
Town	12,380	7,570	1,630	3,180	61.1	13.2	25.7
Rural	26,450	15,430	3,760	7,260	58.3	14.2	27.4
School level							
Elementary	59,730	35,470	6,760	17,500	59.4	11.3	29.3
Secondary	17,760	13,400	1,370	2,990	75.5	7.7	16.8
Combined	4,430	2,040	710	1,670	46.1	16.1	37.8
Student enrollment							
Less than 100	3,040	380 †	960	1,700	12.5 †	31.6	55.9
100-199	6,600	2,330	1,530	2,740	35.3	23.1	41.5
200-499	34,460	19,220	4,750	10,490	55.8	13.8	30.4
500-749	20,010	14,290	1,040	4,680	71.4	5.2	23.4
750-999	8,600	6,430	270	1,900	74.8	3.1	22.1
1,000 or more	9,200	8,250	310 †	640	89.7	3.4 †	6.9
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	32,390	21,140	3,460	7,790	65.3	10.7	24.1
35-49	14,270	9,070	1,880	3,310	63.6	13.2	23.2
50-74	18,280	11,690	1,830	4,760	64.0	10.0	26.0
75 or more	15,460	8,450	1,510	5,490	54.7	9.8	35.5
School did not participate in free or reduced-price lunch program	1,520	550	170 †	800	36.4	11.2 †	52.4
All BIE schools	160	80	10	80	47.7	5.1	47.2

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

NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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 Library Media Center and BIE School Library Media Center Data Files," 2007-08.

Table 3. Staffing characteristics of library media center personnel, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Total number of paid professional library media center staff	Percent of paid library media center staff who were state-certified classroom teachers	Percent of paid professional library media center staff who had a master's degree in a library-related major ¹	Total number of full-time, paid, state-certified library media center specialists
All public schools	81,920	81,790	71.9	56.2	53,880
School classification					
Traditional public	80,100	80,500	72.2	56.6	53,500
Charter school	1,820	1,280	53.7	29.4	380 ¹
Community type					
City	19,340	19,640	73.3	55.9	12,670
Suburban	23,740	23,580	72.3	62.7	17,360
Town	12,380	12,520	73.3	52.0	7,800
Rural	26,450	26,050	69.8	52.4	16,060
School level					
Elementary	59,730	56,790	70.5	54.9	36,180
Secondary	17,760	21,000	75.9	62.6	15,550
Combined	4,430	3,990	70.2	39.8	2,160
Student enrollment					
Less than 100	3,040	2,180	58.5	42.0	410 ¹
100-199	6,600	5,940	65.0	36.0	2,460
200-499	34,460	32,490	70.9	54.0	19,430
500-749	20,010	19,560	72.8	57.0	14,430
750-999	8,600	9,080	74.3	58.8	6,710
1,000 or more	9,200	12,530	76.8	70.5	10,440
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	32,390	33,750	71.1	60.0	22,660
35-49	14,270	14,190	71.5	57.7	9,620
50-74	18,280	18,490	73.9	52.7	12,310
75 or more	15,460	14,180	71.2	49.9	8,710
School did not participate in free or reduced-price lunch program	1,520	1,180	76.7	57.5	590
All BIE schools	160	140	64.0	26.9	80.0

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

^{1A} A library-related major refers to degrees in librarianship, library science, information science, educational media, instructional design, or instructional technology.

NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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 Library Media Center and BIE School Library Media Center Data Files," 2007-08.

Table 4. Average number of total holdings, additions, and expenditures in library media centers during 2006-07 for various kinds of materials, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Average number of holdings at the end of the 2006-07 school year		Average number acquired during the 2006-07 school year		Average amount of expenditures during the 2006-07 school year	
		Book titles	Audio/video materials	Book titles	Audio/video materials	Book titles	Audio/video materials
All public schools	81,920	11,710	520	550	31	\$6,620	\$630
School classification							
Traditional public	80,100	11,780	520	550	32	6,630	630
Charter school	1,820	7,560	420	700	24	6,210	600
Community type							
City	19,340	12,390	560	610	40	7,360	670
Suburban	23,740	13,030	540	620	32	7,140	770
Town	12,380	11,550	590	520	30	6,150	570
Rural	26,450	10,110	440	470	25	5,850	500
School level							
Elementary	59,730	11,480	460	560	29	5,940	520
Secondary	17,760	13,150	740	570	41	9,420	1,020
Combined	4,430	8,890	390	380	21	4,410	420
Student enrollment							
Less than 100	3,040	4,450	180	210	9	1,940	180
100-199	6,600	7,710	230	300	12	3,260	280
200-499	34,460	10,420	380	460	20	4,900	440
500-749	20,010	12,490	590	610	31	7,000	560
750-999	8,600	13,960	810	720	52	9,130	850
1,000 or more	9,200	17,640	930	900	75	13,600	1,620
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	32,390	12,630	570	590	37	7,430	770
35-49	14,270	11,150	550	520	28	6,500	570
50-74	18,280	11,390	500	530	28	6,240	560
75 or more	15,460	10,970	420	540	29	5,700	480
School did not participate in free or reduced-price lunch program	1,520	8,260	350	430	18	4,070	450
All BIE schools	160	11,820	510	750	33	7,800	760

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.
 NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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 Library Media Center and BIE School Library Media Center Data Files," 2007-08.

Table 5. Percentage of library media centers that reported having various technological services, average number of computer workstations, and average number of computer workstations that had Internet access in the library media center, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent with various technological services						Average number of computer workstations with Internet access
		Automated circulation system	Automated catalog(s) for student and staff use	Digital video disk (DVD) player(s) or video cassette recorder(s) (VCR) for student and staff use	Technology to assist students and staff with disabilities	Average number of computer workstations		
All public schools	81,920	89.5	87.2	87.2	23.9	15.2	15.0	
School classification								
Traditional public	80,100	90.2	87.9	87.6	24.0	15.3	15.1	
Charter school	1,820	59.7	58.4	69.0	21.4	11.2	11.2	
Community type								
City	19,340	89.4	86.9	84.6	21.3	14.9	14.7	
Suburban	23,740	93.4	91.0	86.0	27.6	17.6	17.5	
Town	12,380	89.4	87.6	89.0	21.0	14.3	14.0	
Rural	26,450	86.2	83.9	89.3	23.8	13.7	13.5	
School level								
Elementary	59,730	89.9	87.5	86.7	23.0	12.2	12.0	
Secondary	17,760	92.6	90.6	89.6	26.4	26.4	26.3	
Combined	4,430	72.4	69.8	84.5	25.9	11.0	10.8	
Student enrollment								
Less than 100	3,040	45.5	45.8	71.1	19.0	7.7	7.1	
100-199	6,600	73.6	72.7	87.0	18.4	11.0	10.8	
200-499	34,460	89.7	86.6	86.7	20.2	11.9	11.7	
500-749	20,010	94.8	91.6	87.9	25.2	14.4	14.2	
750-999	8,600	95.3	94.6	89.7	29.2	17.6	17.4	
1,000 or more	9,200	97.9	97.0	90.8	35.7	32.7	32.5	
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	32,390	93.0	91.3	89.5	27.4	18.5	18.3	
35-49	14,270	88.8	88.2	88.3	24.5	15.4	15.3	
50-74	18,280	90.0	86.4	87.7	22.0	13.3	13.1	
75 or more	15,460	84.8	81.4	81.4	18.7	10.6	10.4	
School did not participate in free or reduced-price lunch program	1,520	64.2	60.7	79.5	21.3	12.6	12.4	
All BIE schools	160	73.1	66.6	83.7	18.2	9.5	8.8	

NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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 Library Media Center and BIE School Library Media Center Data Files," 2007-08.

Table 6. Percentage of library media centers that reported having computer workstations and provided students access to online, licensed databases, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent of library media centers that had computer workstations	Percent of library media center computer workstations that had Internet access	Percent of all library media centers that had access to online, licensed databases	Of library media centers that provided students with access to online, licensed databases, percent that provided access from	
					Classroom	Home
All public schools	81,920	97.1	98.7	82.1	90.0	69.2
School classification						
Traditional public	80,100	97.3	98.7	82.8	90.1	69.5
Charter school	1,820	87.9	99.5	52.3	87.6	49.6
Community type						
City	19,340	97.5	98.6	83.8	89.0	67.8
Suburban	23,740	98.2	99.3	85.8	91.0	74.0
Town	12,380	96.6	98.5	75.4	91.1	70.2
Rural	26,450	96.2	98.3	80.7	89.4	65.4
School level						
Elementary	59,730	96.9	98.4	80.1	89.6	65.8
Secondary	17,760	98.9	99.3	91.0	92.1	81.7
Combined	4,430	93.2	98.4	73.0	85.5	57.9
Student enrollment						
Less than 100	3,040	78.3	92.8	53.2	83.7	36.3
100-199	6,600	93.7	98.1	73.3	89.1	56.2
200-499	34,460	97.3	98.5	80.4	89.2	64.7
500-749	20,010	98.7	98.9	83.1	91.3	72.3
750-999	8,600	98.9	99.0	89.7	89.8	74.1
1,000 or more	9,200	100.0	99.4	95.0	92.3	87.0
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	32,390	97.9	99.1	86.2	91.6	73.4
35-49	14,270	97.6	99.1	79.9	88.8	71.8
50-74	18,280	97.5	98.5	82.2	90.1	67.5
75 or more	15,460	95.5	97.5	77.2	87.8	59.9
School did not participate in free or reduced-price lunch program	1,520	90.1	98.9	62.5	86.1	61.2
All BIE schools	160	92.4	93.1	65.4	80.6	34.9

NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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 Library Media Center and BIE School Library Media Center Data Files", 2007-08.

Table 7. Percentage of library media centers that had space for a full class of students at one time, percentage of those that could accommodate other activities concurrent with a full class, and percentage of library media centers that were available for independent student use during specific times, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent of library media centers that had space for a full class of students at one time	Percent of library media centers that had space for a full class, percent that could accommodate other activities concurrent with a full class ¹	Percent of library media centers that were available for independent student use		
				Before school	After school	During regular school hours
All public schools	81,920	97.8	82.3	59.0	57.1	89.9
School classification						
Traditional public	80,100	98.1	82.5	59.4	57.2	90.2
Charter school	1,820	82.2	69.1	43.9	55.1	76.4
Community type						
City	19,340	97.7	82.4	54.5	57.6	89.1
Suburban	23,740	98.6	86.1	55.6	52.6	88.5
Town	12,380	97.9	80.9	62.0	60.4	88.9
Rural	26,450	97.1	79.4	64.0	59.3	92.2
School level						
Elementary	59,730	98.3	80.1	50.9	48.1	87.6
Secondary	17,760	97.7	90.7	85.7	85.4	96.8
Combined	4,430	90.9	77.7	62.5	64.7	92.8
Student enrollment						
Less than 100	3,040	84.5	56.7	40.4	48.0	80.6
100-199	6,600	93.6	69.4	51.5	49.7	83.7
200-499	34,460	98.3	79.2	51.5	49.5	89.1
500-749	20,010	98.7	85.5	60.0	57.6	90.5
750-999	8,600	99.9	90.5	68.6	66.7	92.8
1,000 or more	9,200	99.4	94.7	88.1	84.0	96.5
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	32,390	98.5	87.0	62.7	59.4	91.9
35-49	14,270	97.8	83.2	61.2	57.0	89.7
50-74	18,280	98.5	80.6	59.7	57.7	90.2
75 or more	15,460	96.2	74.2	50.8	52.5	85.9
School did not participate in free or reduced-price lunch program	1,520	90.2	74.8	37.2	49.2	87.9
All BIE schools	160	95.3	68.7	61.7	68.6	92.8

¹Concurrent activities included production activities, conferences, small group work, or individual browsing.

NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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 Library Media Center and BIE School Library Media Center Data Files," 2007-08.

Table 8. Percentage of library media centers that were used as a classroom due to a classroom shortage during the most recent full week of school, and percentage distribution of library media centers that had various types of scheduling, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent used as a classroom during the most recent full week of school	Percentage distribution of library media centers that had			
			Only flexible scheduling ¹	Only regular scheduling	Both flexible and regular scheduling	59.1
All public schools	81,920	10.2	22.9	18.1	59.1	
School classification						
Traditional public	80,100	10.1	22.9	18.1	59.0	
Charter school	1,820	13.2 !	20.7 !	15.9 !	63.4	
Community type						
City	19,340	9.3	23.6	17.7	58.6	
Suburban	23,740	8.9	22.9	22.3	54.9	
Town	12,380	9.0	21.2	20.7	58.2	
Rural	26,450	12.6	23.1	13.3	63.6	
School level						
Elementary	59,730	8.3	12.6	23.7	63.8	
Secondary	17,760	14.0	57.3	2.0	40.8	
Combined	4,430	20.6	24.1	6.7 !	69.2	
Student enrollment						
Less than 100	3,040	18.1	23.1	14.5 !	62.4	
100-199	6,600	14.0	13.7	14.9	71.3	
200-499	34,460	9.5	13.1	19.8	67.1	
500-749	20,010	7.0	22.0	25.2	52.8	
750-999	8,600	11.9	29.5	13.4	57.1	
1,000 or more	9,200	13.0	62.0	3.6 !	34.4	
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	32,390	10.2	26.8	16.8	56.4	
35-49	14,270	10.8	22.4	15.2	62.4	
50-74	18,280	8.6	21.2	17.3	61.5	
75 or more	15,460	10.3	16.7	24.7	58.6	
School did not participate in free or reduced-price lunch program	1,520	21.8	27.3	12.2 !	60.4	
All BIE schools	160	17.2	12.1	13.1	74.8	

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

¹ Flexible scheduling indicates that the library media center is available as needed.

NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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 Library Media Center and BIE School Library Media Center Data Files," 2007-08.

Table 9. Percentage of library media centers that provided support for various types of literacy activities and standards, and average number of books checked out during the most recent full week of school, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent of library media centers					Average number of books or other materials checked out during the most recent full week of school
		Percent of library media centers that provided support for literacy activities		That received formal feedback on students' information literacy skills	In which paid professional library staff received formal training on information literacy instruction in the past 12 months	Average number of books or other materials checked out during the most recent full week of school	
		Family literacy activities	Book clubs				
All public schools	81,920	41.8	38.6	24.2	37.4	627	
School classification							
Traditional public	80,100	42.0	38.5	24.2	37.7	635	
Charter school	1,820	32.5	41.3	21.8 !	24.5 !	283	
Community type							
City	19,340	48.0	43.2	24.5	43.7	678	
Suburban	23,740	44.5	46.2	24.6	42.3	676	
Town	12,380	36.4	30.6	23.4	31.2	669	
Rural	26,450	37.3	32.1	24.0	31.4	527	
School level							
Elementary	59,730	48.6	38.2	24.5	37.7	757	
Secondary	17,760	20.6	42.0	22.3	38.5	279	
Combined	4,430	33.6	30.2	27.7	29.2	272	
Student enrollment							
Less than 100	3,040	26.4	23.0	24.9	23.8	137	
100-199	6,600	29.9	24.5	21.9	30.1	262	
200-499	34,460	45.0	34.9	24.5	36.3	577	
500-749	20,010	47.8	41.8	24.6	38.9	809	
750-999	8,600	43.9	48.4	23.1	39.1	937	
1,000 or more	9,200	28.3	51.7	24.6	46.6	553	
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	32,390	37.2	42.3	22.9	39.4	625	
35-49	14,270	37.7	34.8	24.3	37.5	569	
50-74	18,280	48.2	38.0	26.5	35.0	683	
75 or more	15,460	49.3	35.8	24.4	37.2	647	
School did not participate in free or reduced-price lunch program	1,520	23.3	30.4	20.4 !	26.6	343	
All BIE schools	160	52.9	36.6	35.5	28.2	629	

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

NOTE: The 2007-08 Schools and Staffing Survey did not collect School Library Media Center data from private schools. 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 Library Media Center and BIE School Library Media Center Data Files," 2007-08.

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Number of schools that reported having library media centers, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Total number of schools	Number of schools with a library media center
All public schools	546	634
School classification		
Traditional public	508	603
Charter school	138	229
Community type		
City	741	805
Suburban	857	846
Town	654	608
Rural	1,003	1,074
School level		
Elementary	519	492
Secondary	486	414
Combined	375	239
Student enrollment		
Less than 100	585	302
100-199	549	522
200-499	1,270	1,098
500-749	845	831
750-999	570	534
1,000 or more	436	419
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	973	882
35-49	773	734
50-74	731	646
75 or more	782	742
School did not participate in free or reduced-price lunch program	409	228
All BIE schools	6	6

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

Table A-2. Standard errors for Table 2: Number and percentage distribution of library media centers that reported having full-time or part-time, state-certified, paid professional library media center specialists, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of library media centers that had				Percentage distribution of library media centers that had			
	Number of schools with library media centers	At least one full-time, paid, state-certified library media center specialist	No full-time and at least one part-time, paid, state-certified library media center specialist	No full-time or part-time, paid, state-certified library media center specialists	At least one full-time, paid, state-certified library media center specialist	No full-time and at least one part-time, paid, state-certified library media center specialist	At least one full-time, paid, state-certified library media center specialist	No full-time or part-time, paid, state-certified library media center specialists
All public schools	634	836	550	810	0.92	0.68	0.93	
School classification								
Traditional public	603	828	547	792	0.93	0.69	0.93	
Charter school	229	151	68	213	7.35	3.87	7.81	
Community type								
City	805	698	260	434	2.24	1.38	1.99	
Suburban	846	730	266	430	1.76	1.10	1.66	
Town	608	464	278	297	2.61	2.08	2.01	
Rural	1074	820	377	565	1.81	1.42	1.60	
School level								
Elementary	492	703	534	734	1.10	0.91	1.16	
Secondary	414	357	158	317	1.68	0.87	1.61	
Combined	239	128	95	184	2.86	1.88	2.82	
Student enrollment								
Less than 100	302	160	198	237	4.95	5.42	6.36	
100-199	522	336	197	312	3.82	2.79	3.74	
200-499	1098	935	394	636	1.71	1.10	1.65	
500-749	831	743	211	421	1.85	1.07	1.95	
750-999	534	398	75	294	2.86	0.87	2.83	
1,000 or more	419	363	105	159	1.92	1.09	1.62	
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	882	744	401	515	1.49	1.21	1.43	
35-49	734	647	267	352	2.61	1.74	2.42	
50-74	646	648	226	427	2.49	1.20	2.24	
75 or more	742	587	292	460	2.68	1.81	2.52	
School did not participate in free or reduced-price lunch program	228	140	67	168	7.33	4.14	7.66	
All BIE schools	6	4	2	4	2.12	1.00	2.18	

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

Table A-3. Standard errors for Table 3: Staffing characteristics of library media center personnel, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Total number of paid professional library media center staff	Percent of paid professional library media center staff who were state-certified classroom teachers	Percent of paid professional library media center staff who had a master's degree in a library-related major	Total number of full-time, paid, state-certified library media center specialists
All public schools	634	1,215	0.90	1.16	881
School classification					
Traditional public	603	1,203	0.89	1.16	874
Charter school	229	218	7.22	7.60	152
Community type					
City	805	941	1.71	2.66	717
Suburban	846	926	1.61	2.08	775
Town	608	679	2.63	3.51	478
Rural	1,074	1,169	1.88	2.13	835
School level					
Elementary	492	1,030	1.21	1.51	740
Secondary	414	607	1.43	1.70	384
Combined	239	230	2.58	2.52	139
Student enrollment					
Less than 100	302	315	8.04	7.75	164
100-199	522	626	4.71	3.71	371
200-499	1,098	1,241	1.49	1.79	956
500-749	831	862	1.96	2.55	743
750-999	534	594	2.44	4.21	403
1,000 or more	419	540	1.69	1.81	443
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	882	1,019	1.30	1.68	742
35-49	734	773	2.83	3.18	664
50-74	646	790	1.97	2.38	665
75 or more	742	867	2.09	3.02	635
School did not participate in free or reduced-price lunch program	228	214	7.08	8.20	142
All BIE schools	6	6	2.25	2.21	5

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

Table A-4. Standard errors for Table 4: Average number of total holdings, additions, and expenditures in library media centers during 2006-07 for various kinds of materials, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Average number of holdings at the end of the 2006-07 school year		Average number acquired during the 2006-07 school year		Average amount of expenditures during the 2006-07 school year	
		Book titles	Audio/video materials	Book titles	Audio/video materials	Book titles	Audio/video materials
							\$32
All public schools	634	139	21	14	2.8	171	
School classification							
Traditional public	603	142	22	13	2.9	171	33
Charter school	229	847	242	148	8.8	1,320	230
Community type							
City	805	418	77	37	11.6	537	82
Suburban	846	342	27	33	2.6	323	74
Town	608	388	66	23	4.8	314	53
Rural	1,074	187	25	19	2.0	367	33
School level							
Elementary	492	170	27	17	3.8	190	42
Secondary	414	294	46	25	3.9	452	52
Combined	239	340	46	24	2.9	418	54
Student enrollment							
Less than 100	302	330	42	21	1.8	275	48
100-199	522	385	37	27	1.7	370	73
200-499	1,098	212	19	18	1.4	179	47
500-749	831	246	39	27	3.1	358	40
750-999	534	808	147	65	18.3	974	117
1,000 or more	419	477	54	42	16.8	728	137
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	882	196	25	22	4.3	320	43
35-49	734	285	41	26	2.8	398	55
50-74	646	293	64	26	2.8	298	90
75 or more	742	485	62	40	10.5	465	81
School did not participate in free or reduced-price lunch program	228	997	119	110	6.6	1,361	129
All BIE schools	6	616	47	62	6.9	575	149

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

Table A-5. Standard errors for Table 5: Percentage of library media centers that reported having various technological services, average number of computer workstations, and average number of computer workstations that had internet access in the library media center, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent with various technological services							Average number of computer workstations with internet access
		Automated circulation system	Automated catalog(s) for student and staff use	Digital video disk (DVD) player(s) or video cassette recorder(s) (VCR) for student and staff use	Technology to assist students and staff with disabilities	Average number of computer workstations			
All public schools	634	0.68	0.71	0.77	1.05	0.29	0.29	0.29	
School classification									
Traditional public	603	0.67	0.73	0.81	1.08	0.30	0.30	0.30	
Charter school	229	7.71	8.40	7.58	5.50	1.79	1.79	1.79	
Community type									
City	805	1.14	1.59	1.87	1.65	0.57	0.57	0.57	
Suburban	846	1.13	1.38	1.54	1.95	0.57	0.57	0.58	
Town	608	2.17	2.31	2.36	2.02	0.67	0.67	0.68	
Rural	1,074	1.09	1.13	0.91	1.81	0.51	0.51	0.50	
School level									
Elementary	492	0.87	0.94	1.02	1.33	0.34	0.34	0.34	
Secondary	414	0.98	1.08	1.00	1.34	0.60	0.60	0.60	
Combined	239	3.15	2.88	2.20	2.76	0.60	0.60	0.60	
Student enrollment									
Less than 100	302	4.87	5.28	6.02	3.52	1.11	1.11	1.09	
100-199	522	3.37	3.38	2.33	2.84	0.98	0.98	0.97	
200-499	1,098	1.17	1.27	1.17	1.63	0.36	0.36	0.36	
500-749	831	1.00	1.29	1.40	1.73	0.53	0.53	0.53	
750-999	534	1.84	1.41	2.17	3.07	1.04	1.04	1.04	
1,000 or more	419	1.04	1.20	1.64	2.42	1.03	1.03	1.03	
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	882	1.05	1.13	1.11	1.48	0.54	0.54	0.54	
35-49	734	1.65	1.63	1.59	2.11	0.55	0.55	0.54	
50-74	646	1.21	1.51	1.59	2.01	0.56	0.56	0.57	
75 or more	742	1.85	2.07	2.25	2.39	0.60	0.60	0.61	
School did not participate in free or reduced-price lunch program	228	8.20	7.66	7.11	5.82	1.90	1.90	1.89	
All BIE schools	6	1.99	2.34	1.51	1.86	0.53	0.53	0.50	

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

Table A-6. Standard errors for Table 6: Percentage of library media centers that reported having computer workstations and provided students access to online, licensed databases, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent of library media centers that had computer workstations	Percent of library media center computer workstations that had Internet access	Percent of all library media centers that had access to online, licensed databases	Of library media centers that provided students with access to online, licensed databases, percent that provided access from		
					Classroom	Home	Home
All public schools	634	0.40	0.18	0.90	0.78	1.31	1.31
School classification							
Traditional public	603	0.39	0.18	0.89	0.79	1.31	1.31
Charter school	229	5.59	0.29	7.32	4.41	10.18	10.18
Community type							
City	805	0.73	0.28	1.95	2.16	2.73	2.73
Suburban	846	0.61	0.13	1.57	1.21	2.17	2.17
Town	608	1.61	0.42	2.87	1.91	2.52	2.52
Rural	1,074	0.72	0.55	1.38	1.17	1.76	1.76
School level							
Elementary	492	0.51	0.30	1.13	1.02	1.75	1.75
Secondary	414	0.48	0.12	1.18	0.87	1.40	1.40
Combined	239	1.80	0.41	3.39	2.22	3.00	3.00
Student enrollment							
Less than 100	302	6.51	5.16	6.45	4.99	7.10	7.10
100-199	522	1.71	1.59	3.48	2.66	4.92	4.92
200-499	1,098	0.53	0.32	1.42	1.28	2.17	2.17
500-749	831	0.46	0.21	1.81	1.37	2.54	2.54
750-999	534	0.66	0.29	1.97	2.25	3.22	3.22
1,000 or more	419	0.00	0.13	1.33	1.55	1.91	1.91
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	882	0.75	0.22	1.25	0.87	1.80	1.80
35-49	734	0.72	0.33	2.39	1.68	2.31	2.31
50-74	646	0.63	0.43	2.03	1.37	2.47	2.47
75 or more	742	1.14	0.80	2.60	2.46	3.36	3.36
School did not participate in free or reduced-price lunch program	228	5.55	0.36	7.44	5.49	8.25	8.25
All BIE schools	6	1.34	1.46	2.28	2.31	2.61	2.61

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

Table A-7. Standard errors for Table 7: Percentage of library media centers that had space for a full class of students at one time, percentage of those that could accommodate other activities concurrent with a full class, and percentage of library media centers that were available for independent student use during specific times, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent of library media centers that had space for a full class of students at one time	Of library media centers that had space for a full class, percent that could accommodate other activities concurrent with a full class	Percent of library media centers that were available for independent student use		
				Before school	After school	During regular school hours
All public schools	634	0.37	0.91	1.04	1.02	0.73
School classification						
Traditional public	603	0.32	0.92	1.05	1.05	0.75
Charter school	229	6.41	7.62	7.93	7.72	6.84
Community type						
City	805	0.62	2.34	2.53	2.38	1.68
Suburban	846	0.57	1.83	2.04	2.21	1.76
Town	608	0.77	2.56	2.48	2.62	2.18
Rural	1,074	0.75	1.65	1.95	2.09	0.94
School level						
Elementary	492	0.43	1.17	1.45	1.36	1.00
Secondary	414	0.60	1.02	1.12	1.05	0.72
Combined	239	2.35	2.36	3.49	3.07	1.34
Student enrollment						
Less than 100	302	3.20	7.25	6.24	5.76	5.36
100-199	522	1.85	3.91	4.66	4.93	3.30
200-499	1,098	0.41	1.42	1.75	1.72	1.07
500-749	831	0.80	1.72	2.52	2.23	1.52
750-999	534	0.17	1.89	2.91	3.36	2.13
1,000 or more	419	0.37	1.29	1.72	2.04	1.20
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	882	0.44	1.35	1.81	1.86	1.13
35-49	734	1.09	1.98	2.79	2.44	1.45
50-74	646	0.43	2.02	2.32	2.04	1.31
75 or more	742	0.82	2.67	2.94	3.14	2.06
School did not participate in free or reduced-price lunch program	228	4.60	9.27	8.66	8.29	5.57
All BIE schools	6	0.86	2.04	2.36	1.97	1.09

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

Table A-8. Standard errors for Table 8: Percentage of library media centers that were used as a classroom during the most recent full week of school, and percentage distribution of library media centers that had various types of scheduling, by school type and selected characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent used as a classroom during the most recent full week of school	Percentage distribution of library media centers that had		
			Only flexible scheduling	Only regular scheduling	Both flexible and regular scheduling
All public schools	634	0.58	0.87	0.97	1.22
School classification					
Traditional public	603	0.57	0.88	0.99	1.28
Charter school	229	4.56	6.99	5.42	6.99
Community type					
City	805	1.59	2.18	2.01	2.71
Suburban	846	1.05	1.30	1.98	2.29
Town	608	1.45	1.86	2.89	3.02
Rural	1,074	1.26	1.45	1.33	1.75
School level					
Elementary	492	0.67	0.94	1.29	1.47
Secondary	414	1.06	1.56	0.55	1.63
Combined	239	2.54	3.07	2.08	3.30
Student enrollment					
Less than 100	302	4.72	4.07	4.74	5.30
100-199	522	2.96	2.64	2.95	3.61
200-499	1,098	0.98	1.01	1.55	1.87
500-749	831	1.07	1.97	2.06	2.60
750-999	534	2.41	2.31	2.67	2.90
1,000 or more	419	1.63	2.21	1.21	2.14
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	882	0.96	1.14	1.36	1.65
35-49	734	1.52	2.14	1.95	2.50
50-74	646	1.20	2.23	1.85	2.53
75 or more	742	1.57	2.09	2.96	3.16
School did not participate in free or reduced-price lunch program	228	5.89	6.87	6.30	6.78
All BIE schools	6	1.56	1.71	1.51	1.81

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

Table A-9. Standard errors for Table 9: Percentage of library media centers that provided support for various types of literacy activities and standards, and average number of books checked out during the most recent full week of school, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with library media centers	Percent of library media centers					Average number of books or other materials checked out during the most recent full week of school
		Percent of library media centers that provided support for literacy activities		That received formal feedback on students' information literacy skills	In which paid professional library staff received formal training on information literacy instruction in the past 12 months	Average number of books or other materials checked out during the most recent full week of school	
		Family literacy activities	Book clubs				
All public schools	634	0.95	1.14	0.85	1.11	18.4	
School classification							
Traditional public	603	0.95	1.15	0.85	1.11	18.9	
Charter school	229	7.63	8.05	6.92	7.76	68.4	
Community type							
City	805	2.15	2.32	1.91	2.60	59.0	
Suburban	846	1.71	2.42	1.83	1.93	27.9	
Town	608	3.09	2.29	2.18	2.73	53.5	
Rural	1,074	1.86	1.84	1.55	1.68	19.5	
School level							
Elementary	492	1.25	1.39	1.07	1.37	25.7	
Secondary	414	1.20	1.46	1.22	1.60	14.5	
Combined	239	2.78	2.40	2.82	3.01	27.1	
Student enrollment							
Less than 100	302	4.94	4.91	5.83	6.59	32.6	
100-199	522	3.38	3.36	3.84	4.25	29.2	
200-499	1,098	1.93	1.94	1.67	1.91	21.6	
500-749	831	1.86	2.17	1.96	1.86	42.2	
750-999	534	3.23	3.53	2.63	3.29	131.3	
1,000 or more	419	1.83	2.58	2.25	2.28	32.9	
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	882	1.64	1.80	1.28	1.69	21.2	
35-49	734	2.33	2.25	2.12	2.68	24.2	
50-74	646	2.25	2.05	1.98	2.18	68.6	
75 or more	742	2.71	2.51	2.17	2.65	40.5	
School did not participate in free or reduced-price lunch program	228	6.84	8.45	6.61	6.02	81.1	
All BIE schools	6	2.35	1.69	2.10	1.90	70.3	

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Library Media Center and BIE School Library Media Center 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, BIE), principals (public, private, BIE), teachers (public, private, 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. 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 CCD are essentially administrative units that may oversee entities that provide classroom instruction or they may only provide funding and oversight. 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 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 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 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

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

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

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.

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 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

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.

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

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 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.

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

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.

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 was 81.7 percent for public school library media centers and 78.9 percent for BIE school library media centers. When response rates were calculated further by state for public school library media centers and region for BIE school library media centers, 31 states and 3 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.

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

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

Potential source of bias	Base-weighted respondent distribution	Final-weighted respondent distribution
Public		
Arizona, school level (secondary)	x	
California, enrollment (500-749 students)	x	x
California, school level (elementary and secondary)	x	x
Colorado, school level (secondary)	x	
Massachusetts, enrollment (500-749 students)	x	
Michigan, school level (elementary)		x
Minnesota, enrollment (200-499 students)	x	x
Minnesota, school level (elementary)	x	x
Minnesota, school level (secondary)	x	
National, enrollment (0-100 and 1000 or more students)	x	x
National, enrollment (750-999 students)		x
National, locale (central city)	x	x
National, locale (rural)	x	
National, school level (secondary and combined)	x	x
Nebraska, school level (combined)	x	
State (California)	x	
Texas, school level (elementary)		x
Virginia, locale (suburban)		x
Washington, school level (secondary)	x	
Wyoming, enrollment (200-499)		x
Wyoming, school level (secondary)		x
BIE		
National, region (all other states)	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 Library Media Center and BIE School Library Media Center 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. 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 library media center 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.

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

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 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 “M” and are followed by four digits are survey variables that come from items on the Library Media Center Questionnaire and those with variable names that begin with “S” and are followed by four digits are survey variables that come from items on the school questionnaires. 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 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 report: 2007-08

Variable	Variable name in data file
Ability of library media center to accommodate a full class of students	M0030
Ability of library media center to accommodate other activities concurrent with a full class of students	M0031
Access to online, licensed databases	M0077
Amount spent for the purchase of audio or video materials for the 2006-07 school year	M0111
Amount spent for the purchase of books for the 2006-07 school year	M0108
At home access to online, licensed databases	M0079
Availability of library media center for student use after school	M0036
Availability of library media center for student use before school	M0035
Availability of library media center for student use during regular school hours	M0037
Average number of computer workstations	--- ⁽¹⁾
Average number of computer workstations with internet access	--- ⁽¹⁾
Charter school identifier	CHARFLAG
Formal information literacy training for paid professional library staff	M0099
In-classroom access to online, licensed databases	M0078
Information literacy skills feedback for students	M0098
Library media center used as a classroom during most recent full week of school	M0032
Library media center was not in existence for 2006-07 school year	M0105
Number of audio or video materials acquired during the 2006-07 school year	M0110

See notes at end of table.

Table D-1. Variables used in the 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 Report: 2007-08—Continued

Variable	Variable name in data file
Number of audio or video materials held at the end of the 2006-07 school year	M0109
Number of book titles acquired during the 2006-07 school year	M0107
Number of book titles held at the end of the 2006-07 school year	M0106
Number of books or other materials checked out during the most recent full week of school	M0039
Number of full-time, paid, state-certified library media center specialists	M0051
Number of paid state-certified library media specialists	M0053
Number of part-time, paid, state certified library media center specialist	M0052
Percentage of all paid professional staff who are state-certified as classroom teachers	--- ⁽¹⁾
Percentage of all paid professional staff with a Master's degree in a library-related major	--- ⁽¹⁾
Percentage of library media center computers with internet access	--- ⁽¹⁾
Percentage of students in the school approved for National School Lunch Program	NSLAPP_S
Presence of a library media center in a school	S0062
Presence of an automated circulation system	M0080
Presence of automated catalog(s)	M0081
Presence of DVD player(s) or VCR(s) for student and staff use	M0082
Presence of technology to assist students and staff with disabilities	M0086
Student enrollment	SCHSIZE
Support for book clubs	M0041
Support for family literacy activities	M0040
Three-category school level	SCHLEVEL
Total paid professional staff not state-certified as library media specialists	M0057
Type of scheduling used by the library media center (regular or flexible)	M0033
Urban-centric school locale code	URBANS12

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 Library Media Center and BIE School Library Media Center Data Files," 2007-08.

Average number of computer workstations: A variable created for this analysis by computing the average of variable M0075 across all library media centers.

Average number of computer workstations with internet access: A variable created for this analysis by computing the mean of variable M0076 across all library media centers.

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.

Percentage of all paid professional staff who are state-certified as classroom teachers: A variable created for this analysis by dividing M0064— the number of paid professional library media staff that are state-certified as classroom teachers— by the sum of M0053 and M0057— the total number of paid state-certified library media specialists and the total number of non-state-certified paid professional library media center staff.

Percentage of all paid professional staff with a Master’s degree in a library-related major: A variable created for this analysis by dividing M0063— the number of paid professional library media staff that have earned a Master’s degree in librarianship, library science, information science, educational media, instructional design, or instructional technology— by the sum of M0053 and M0057— the total number of paid state-certified library media specialists and the total number of non-state-certified paid professional library media center staff.

Percentage of library media center computer workstations with internet access: A variable created for this analysis by dividing M0076— number of library media center computer workstations with internet access— by M0075— number of library media center computer workstations available for student and/or staff use.

Percentage of students in school approved for the National School Lunch Program (NSLAPP_S): Taken from the public 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 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.

Three-category school level (SCHLEVEL): Taken from the public 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 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.