

Principal Attrition and Mobility: Results From the 2008–09 Principal Follow-up Survey

First Look



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June 2010

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Contents

	Page
List of Tables	iv
Introduction	1
Selected Findings	3
References	4
Estimate Tables	5
Appendix A: Standard Error Tables.....	A-1
Appendix B: Methodology and Technical Notes.....	B-1
Appendix C: Description of Variables.....	C-1
Appendix D: 2008-09 Principal Status Forms.....	D-1

List of Tables

Table	Estimate Tables	Page
1.	Number and percentage distribution of school principals, by 2008-09 status, school type, and school classification in the 2007-08 school year: 2008-09.....	6
2.	Number and percentage distribution of public school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09.....	7
3.	Number and percentage distribution of private school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09.....	9
4.	Number and percentage distribution of public school principals, by 2008-09 status and selected working conditions or school climate characteristics in the 2007-08 school year: 2008-09.....	11
5.	Number and percentage distribution of private school principals, by 2008-09 status and selected working conditions or school climate characteristics in the 2007-08 school year: 2008-09.....	12
6.	Number and percentage distribution of 2008-09 status of public school principals who thought they had a major influence on decisions concerning various activities and who somewhat agreed or strongly agreed with various statements of job satisfaction in the 2007-08 school year: 2008-09.....	13
7.	Number and percentage distribution of 2008-09 status of private school principals who thought they had a major influence on decisions concerning various activities and who somewhat agreed or strongly agreed with various statements of job satisfaction in the 2007-08 school year: 2008-09.....	14
8.	Percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2007-08 school and type of move: 2008-09.....	15
9.	Percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2007-08 school and type of move: 2008-09.....	16

Table	Page
10. Percentage distribution of 2008-09 status of public school principal leavers, by total years of experience as a principal in any school in 2007-08: 2008-09.....	17
11. Percentage distribution of 2008-09 status of private school principal leavers, by total years of experience as a principal in any school in 2007-08: 2008-09.....	18

Appendix A: Standard Error Tables

A-1. Standard errors for Table 1: Number and percentage distribution of school principals, by 2008-09 status, school type, and school classification in the 2007-08 school year: 2008-09.....	A-2
A-2. Standard errors for Table 2: Number and percentage distribution of public school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09.....	A-3
A-3. Standard errors for Table 3: Number and percentage distribution of private school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09.....	A-5
A-4. Standard errors for Table 4: Number and percentage distribution of public school principals, by 2008-09 status and selected working conditions or school climate characteristics in the 2007-08 school year: 2008-09.....	A-7
A-5. Standard errors for Table 5: Number and percentage distribution of private school principals, by 2008-09 status and selected working conditions or school climate characteristics in the 2007-08 school year: 2008-09.....	A-8
A-6. Standard errors for Table 6: Number and percentage distribution of 2008-09 status of public school principals who thought they had a major influence on decisions concerning various activities and who somewhat agreed or strongly agreed with various statements of job satisfaction in the 2007-08 school year: 2008-09.....	A-9

Table	Page
A-7. Standard errors for Table 7: Number and percentage distribution of 2008-09 status of private school principals who thought they had a major influence on decisions concerning various activities and who somewhat agreed or strongly agreed with various statements of job satisfaction in the 2007-08 school year: 2008-09.....	A-10
A-8. Standard errors for Table 8: Percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2007-08 school and type of move: 2008-09.....	A-11
A-9. Standard errors for Table 9: Percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2007-08 school and type of move: 2008-09.....	A-12
A-10. Standard errors for Table 10: Percentage distribution of 2008-09 status of public school principal leavers, by total years of experience as a principal in any school in 2007-08: 2008-09.....	A-13
A-11. Standard errors for Table 11: Percentage distribution of 2008-09 status of private school principal leavers, by total years of experience as a principal in any school in 2007-08: 2008-09.....	A-14

Appendix B: Methodology and Technical Notes

B-1. Names of restricted-use data files and the questionnaires from which the data were drawn: 2007-08 and 2008-09.....	B-7
B-2. Base weighted unit and overall unit response rates, by sector: 2007-08 and 2008-09.....	B-8

Appendix C: Description of Variables

C-1. Variables used in the Principal Attrition and Mobility: Results From the 2008-09 Principal Follow-up Survey report: 2008-09.....	C-2
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Introduction

While the National Center for Education Statistics (NCES) has conducted surveys of attrition and mobility among school teachers for two decades, little was known about similar movements among school principals. In order to inform discussions and decisions among policymakers, researchers, and parents, the 2008-09 Principal Follow-up Survey (PFS) was initiated as a nationally representative sample survey of public,¹ private, and Bureau of Indian Education-funded (BIE) K-12 schools in the 50 states and the District of Columbia.

Collected in school year 2008-09, the PFS was designed as a component of the 2007-08 Schools and Staffing Survey (SASS) and was sponsored by NCES of the Institute of Education Sciences within the U.S. Department of Education. Conducted by the U.S. Census Bureau, data collection for the 2008-09 PFS began in March 2009, when paper questionnaires were mailed to schools, and ended in June 2009. Although the collection contained a telephone follow-up, the information was collected primarily through the following mailed questionnaires: the Principal Status Form for Public Schools (form SASS-30A) and the School Head/Principal Status Form for Private Schools (form SASS-30B). The 2008-09 PFS assessed how many school principals in the 2007-08 school year still worked as a principal in the same school in the 2008-09 school year, how many had moved to become a principal in another school, and how many had left the principalship altogether. Schools that returned the 2007-08 SASS principal questionnaires were included in the PFS sample. The sample included about 7,460 public schools, 130 BIE schools, and 1,890 private schools. The unit response rates varied from 97 percent for private schools to 99 percent for public and BIE schools. Appendix table B-2 contains the unit and overall response rates for each of the PFS and SASS public, private, and BIE principal surveys. More information about the data files can be found in appendix B. The PFS questionnaires can be found in the appendix D.

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available from the PFS rather than to discuss all of the observed differences; they are not meant to emphasize any particular issue.

The tables in this report contain counts and percentages reflecting bivariate associations between variables. All estimates have been weighted to produce state and national estimates. Comparisons mentioned 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 random 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.

¹ Public schools include traditional public and charter schools.

For information about the methodology and design of the 2008-09 PFS, please see the technical notes of this report in appendix B and the *Documentation for the 2008-09 Principal Follow-up Survey* (Battle et al. forthcoming).

Selected Findings

- Of the 117,140 school principals (public, BIE-funded, and private) who were principals during the 2007-08 school year, 80 percent remained at the same school during the following school year (“stayers”), 6 percent moved to a different school (“movers”), and 12 percent left the principalship (“leavers”). In addition, 3 percent of principals were from schools that reported the principal had left, but the schools were unable to report the current occupational status of the principal (“other”) (table 1).
- In public schools, a higher percentage of female public school principals stayed in the same school compared to male public school principals. Eighty-one percent of female public school principals stayed in the same school, compared to 78 percent of male public school principals (table 2).
- About 16 percent of private school principals who had less than 3 years of experience as a principal in any school as of 2007-08 had left the principalship in 2008-09, while 8 percent of private school principals with 10 years or more experience had left the principalship (table 3). This is opposite the pattern for public schools, where the respective numbers are 8 and 18 percent (table 2).
- Of school principals who reported in the 2007-08 school year that student acts of disrespect to teachers occurred at least once a month or more often, 12 percent of public school principals and 16 percent of private school principals left the principalship in 2008-09 (tables 4 and 5).
- Among school principals who reported in the 2007-08 school year that they agreed, either somewhat or strongly, with the statement that they don’t seem to have as much enthusiasm now as when they began their career as a principal, 17 percent of public and 14 percent of private school principals left the principalship in 2008-09 (tables 6 and 7).
- Of all public school principals who moved to a different school, 53 percent moved to another public school in the same school district (table 8).
- Of all private school principals who moved to a different school, 89 percent moved to another private school (table 9).
- Of principals who had left the principalship in 2008-09, a higher percentage of public school principals left due to retirement. Forty-five percent of public school principals and 22 percent of private school principals retired (tables 10 and 11).

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Estimate Tables

Table 1. Number and percentage distribution of school principals, by 2008-09 status, school type, and school classification in the 2007-08 school year: 2008-09

School type in 2007-08	Number					Percent			
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All schools	117,140	93,150	7,060	13,640	3,290	79.5	6.0	11.6	2.8
Public	89,920	71,440	6,210	10,690	1,570	79.5	6.9	11.9	1.8
School classification									
Traditional public	86,390	68,900	5,940	10,240	1,310	79.8	6.9	11.9	1.5
Charter school	3,530	2,540	270 !	450	260 !	72.0	7.7 !	12.8	7.4 !
BIE	170	120	20	20	10	71.8	8.9	12.0	7.2
Private	27,050	21,580	830	2,930	1,710	79.8	3.1	10.8	6.3

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

¹ These estimates do not include principals about whom no information was available in 2008-09. These Principal Follow-up Survey (PFS) nonrespondents represent 0.4 percent of the weighted total of 90,470 public school principals in 2007-08; 2.0 percent of the weighted total of 27,960 private school principals in 2007-08; and 0.6 percent of the weighted total of 180 BIE school principals in 2007-08.

NOTE: Stayers are 2007-08 principals who were principals in the same schools in 2008-09. Movers are 2007-08 principals who were principals in different schools in 2008-09. Leavers are 2007-08 principals who were no longer principals in 2008-09. Other includes principals who had left their 2007-08 school, but for whom it was not possible to determine a mover or leaver status in 2008-09. BIE refers to schools funded by the Bureau of Indian Education which are operated by the BIE, a tribe, or a private contractor and not by a regular public 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 Principal, BIE School Principal, and Private School Principal Data Files," 2007-08; "Public School Principal Status, BIE School Principal Status, and Private School Principal Status Data Files," 2008-09.

Table 2. Number and percentage distribution of public school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09

Principal or school characteristic in 2007-08	Number					Percent				
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers			
			Movers	Leavers	Other		Movers	Leavers	Other	
All public schools	89,920	71,440	6,210	10,690	1,570	79.5	6.9	11.9	1.8	
Age										
Less than 45 years	30,380	25,060	2,630	2,130	560 !	82.5	8.7	7.0	1.8 !	
45-54 years	31,080	25,400	2,080	2,960	630	81.7	6.7	9.5	2.0	
55 years or more	28,460	20,970	1,500	5,600	380 !	73.7	5.3	19.7	1.3 !	
Sex										
Male	44,620	34,640	3,330	5,820	840	77.6	7.5	13.0	1.9	
Female	45,290	36,810	2,880	4,870	740	81.3	6.4	10.8	1.6	
Race/ethnicity										
Hispanic or Latino, of any race	5,820	4,610	380 !	680	‡	79.1	6.6 !	11.7	‡	
White, not Hispanic or Latino	72,730	58,220	4,930	8,620	960	80.1	6.8	11.9	1.3	
Black, not Hispanic or Latino	9,590	7,420	690	1,090	400 !	77.4	7.2	11.3	4.1 !	
All other Races/Ethnicities ²	1,770	1,190	210 !	300 !	‡	67.2	11.8 !	16.9 !	‡	
Salary										
Less than \$60,000	6,380	5,040	390	800	‡	79.0	6.2	12.6	‡	
\$60,000-\$79,999	29,600	23,540	2,470	3,240	350 !	79.5	8.3	10.9	1.2 !	
\$80,000-\$99,999	32,720	25,750	2,310	4,040	620	78.7	7.1	12.3	1.9	
\$100,000 or more	21,220	17,110	1,030	2,610	460	80.6	4.9	12.3	2.2	
Highest degree										
Bachelor's degree or less	1,320	1,030	‡	‡	80 !	77.7	‡	‡	6.1 !	
Master's degree	54,890	43,990	3,920	6,130	850	80.1	7.1	11.2	1.5	
Educational specialist or professional diploma ³	26,120	20,800	1,640	3,190	490	79.6	6.3	12.2	1.9	
Doctorate or first professional degree	7,590	5,630	550	1,250	160 !	74.2	7.2	16.5	2.1 !	
Years of experience as a principal at 2007-08 school										
Less than 3 years	42,690	33,710	3,690	4,290	1,000	79.0	8.6	10.1	2.3	
3-5 years	22,080	17,730	1,380	2,600	370 !	80.3	6.2	11.8	1.7 !	
6-9 years	14,410	11,920	690	1,640	‡	82.7	4.8	11.4	1.1 !	
10 years or more	10,730	8,080	450 !	2,150	‡	75.3	4.2 !	20.1	‡	
Years of experience as a principal at any school										
Less than 3 years	23,510	18,920	2,230	1,880	480 !	80.5	9.5	8.0	2.0 !	
3-5 years	20,100	16,530	1,380	1,830	370	82.2	6.8	9.1	1.8	
6-9 years	19,490	16,010	1,110	2,110	260 !	82.1	5.7	10.8	1.4 !	
10 years or more	26,810	19,980	1,500	4,870	460 !	74.5	5.6	18.2	1.7	

See notes at end of table.

Table 2. Number and percentage distribution of public school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09—Continued

Principal or school characteristic in 2007-08	Number					Percent				
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers			
			Movers	Leavers	Other		Movers	Leavers	Other	
School classification										
Traditional public	86,390	68,900	5,940	10,240	1,310	79.8	6.9	11.9	1.5	
Charter school	3,530	2,540	270 !	450	260 !	72.0	7.7 !	12.8	7.4 !	
Community type										
City	21,410	16,770	1,620	2,440	580	78.3	7.6	11.4	2.7	
Suburban	25,680	21,050	1,400	2,760	470 !	82.0	5.5	10.8	1.8 !	
Town	13,740	10,690	900	1,920	‡	77.9	6.5	14.0	‡	
Rural	29,080	22,920	2,290	3,570	300 !	78.8	7.9	12.3	1.0 !	
School level										
Elementary	62,030	49,860	4,370	6,850	950	80.4	7.0	11.0	1.5	
Secondary	21,340	16,780	1,350	2,800	410	78.6	6.3	13.1	1.9	
Combined	6,540	4,800	490	1,040	‡	73.4	7.5	15.9	‡	
Student enrollment										
Less than 100	6,870	5,110	720 !	860	‡	74.5	10.5 !	12.5	‡	
100-199	8,410	6,640	550	990	‡	78.9	6.5	11.7	‡	
200-499	36,610	28,750	2,640	4,510	720	78.5	7.2	12.3	2.0	
500-749	20,200	16,600	1,170	2,200	230 !	82.2	5.8	10.9	1.1 !	
750-999	8,740	7,010	460	1,130	‡	80.2	5.3	13.0	‡	
1,000 or more	9,090	7,340	660	1,010	80 !	80.7	7.3	11.1	0.9 !	
Percent of K-12 students who were approved for free or reduced-price lunches										
0-34	33,810	27,870	2,060	3,550	330 !	82.4	6.1	10.5	1.0 !	
35-49	14,890	12,030	1,110	1,560	200 !	80.8	7.4	10.5	1.3 !	
50-74	19,860	15,940	1,190	2,510	220 !	80.2	6.0	12.6	1.1 !	
75 or more	17,450	12,900	1,590	2,330	640 !	73.9	9.1	13.4	3.6 !	
School did not participate in free or reduced-price lunch program	3,910	2,710	270 !	740	‡	69.3	6.9 !	19.0	‡	

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹ These estimates do not include principals about whom no information was available in 2008-09. These Principal Follow-up Survey (PFS) nonrespondents represent 0.4 percent of the weighted total of 90,470 public school principals in 2007-08.

² All other Races/Ethnicities includes American Indian or Alaska Native, not Hispanic or Latino; Asian, not Hispanic or Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino; or Two or more races, not Hispanic or Latino.

³ At least 1 year beyond the master's level.

NOTE: Stayers are 2007-08 principals who were principals in the same schools in 2008-09. Movers are 2007-08 principals who were principals in different schools in 2008-09. Leavers are 2007-08 principals who were no longer principals in 2008-09. Other includes principals who had left their 2007-08 school, but for whom it was not possible to determine a mover or leaver status in 2008-09. 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 Principal Data File," 2007-08; "Public School Principal Status Data File," 2008-09.

Table 3. Number and percentage distribution of private school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09

Principal or school characteristic in 2007-08	Number					Percent			
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All private schools	27,050	21,580	830	2,930	1,710	79.8	3.1	10.8	6.3
Age									
Less than 45 years	7,610	5,820	190 !	960	630	76.6	2.5 !	12.7	8.3
45-54 years	7,510	5,950	360	680	520	79.3	4.8	9.1	6.9
55 years or more	11,940	9,810	290	1,280	560	82.2	2.4	10.8	4.7
Sex									
Male	12,440	9,660	390	1,380	1,000	77.7	3.2	11.1	8.0
Female	14,620	11,920	440	1,550	710	81.6	3.0	10.6	4.8
Race/ethnicity									
Hispanic or Latino, of any race	1,080	870	‡	70 !	100 !	80.9	‡	6.2 !	9.7 !
White, not Hispanic or Latino	23,610	18,990	710	2,570	1,350	80.4	3.0	10.9	5.7
Black, not Hispanic or Latino	1,720	1,290	70 !	200 !	150 !	74.9	4.3 !	11.8 !	9.0 !
All other Races/Ethnicities ²	640	430	‡	90 !	‡	67.9	‡	14.9 !	‡
Salary									
Less than \$60,000	17,740	13,790	490	2,130	1,330	77.8	2.8	12.0	7.5
\$60,000-\$79,999	4,790	4,070	150 !	420	150	84.9	3.1 !	8.8	3.2
\$80,000-\$99,999	2,170	1,790	90 !	150	140 !	82.4	4.1 !	7.1	6.4 !
\$100,000 or more	2,360	1,930	100 !	230	90 !	82.0	4.4 !	9.8	3.8 !
Highest degree									
Bachelor's degree or less	8,480	6,670	220 !	760	830	78.6	2.6 !	8.9	9.8
Master's degree	13,850	11,210	450	1,490	700	80.9	3.2	10.8	5.0
Educational specialist or professional diploma ³	2,730	2,170	90 !	420	‡	79.4	3.3 !	15.5	‡
Doctorate or first professional degree	1,980	1,530	70 !	260	130 !	77.1	3.5 !	12.9	6.5 !
Years of experience as a principal at 2007-08 school									
Less than 3 years	10,430	7,810	350	1,460	810	74.9	3.3	14.0	7.8
3-5 years	5,250	4,060	210 !	580	400 !	77.4	4.0	11.1	7.5 !
6-9 years	4,470	3,690	130 !	460	200 !	82.6	2.8 !	10.2	4.4 !
10 years or more	6,910	6,020	150	430	300 !	87.2	2.1	6.3	4.4 !
Years of experience as a principal at any school									
Less than 3 years	6,640	4,840	180 !	1,040	580	72.9	2.7 !	15.6	8.8
3-5 years	4,600	3,500	210	460	420 !	76.2	4.6	10.1	9.1
6-9 years	4,460	3,620	150	470	220 !	81.2	3.4	10.5	5.0 !
10 years or more	11,360	9,630	290	960	480	84.7	2.6	8.5	4.2

See notes at end of table.

Table 3. Number and percentage distribution of private school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09—Continued

Principal or school characteristic in 2007-08	Number					Percent			
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
School classification									
Catholic	7,320	6,280	250	640	160	85.7	3.4	8.7	2.1
Other religious	13,170	10,170	400	1,500	1,100	77.2	3.0	11.4	8.4
Nonsectarian	6,560	5,140	180 !	790	450	78.4	2.8 !	12.0	6.8
Community type									
City	9,420	7,760	320	1,030	320	82.4	3.3	10.9	3.4
Suburban	9,310	7,700	290	810	500	82.7	3.2	8.7	5.4
Town	2,720	2,080	‡	440	150 !	76.5	2.1 !	16.1	5.4 !
Rural	5,590	4,040	170 !	650	740	72.2	3.0 !	11.7	13.2
School level									
Elementary	15,530	12,380	550	1,650	950	79.7	3.6	10.6	6.1
Secondary	2,910	2,180	90 !	370	270 !	74.8	3.0 !	12.9	9.4 !
Combined	8,610	7,030	190 !	910	480	81.6	2.2 !	10.5	5.6
Student enrollment									
Less than 100	12,360	9,310	330	1,400	1,310	75.4	2.7	11.3	10.6
100-199	5,980	4,750	220	780	240	79.4	3.6	13.0	4.0
200-499	6,570	5,690	200	570	100 !	86.7	3.1	8.6	1.6
500-749	1,390	1,130	70 !	150 !	‡	81.3	5.4 !	10.9	2.5 !
750 or more	770	700	‡	40 !	‡	91.3	‡	5.5 !	‡
Participation in free or reduced-price lunch									
School did participate	8,140	6,540	250	1,040	320	80.3	3.1	12.7	3.9
School did not participate	18,910	15,040	580	1,890	1,390	79.6	3.1	10.0	7.3

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹ These estimates do not include principals about whom no information was available in 2008-09. These Principal Follow-up Survey (PFS) nonrespondents represent 2.0 percent of the weighted total of 27,960 private school principals in 2007-08.

² All other Races/Ethnicities includes American Indian or Alaska Native, not Hispanic or Latino; Asian, not Hispanic or Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino; or Two or more races, not Hispanic or Latino.

³ At least 1 year beyond the master's level.

NOTE: Stayers are 2007-08 principals who were principals in the same schools in 2008-09. Movers are 2007-08 principals who were principals in different schools in 2008-09. Leavers are 2007-08 principals who were no longer principals in 2008-09. Other includes principals who had left their 2007-08 school, but for whom it was not possible to determine a mover or leaver status in 2008-09. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2007-08; "Private School Principal Status Data File," 2008-09.

Table 4. Number and percentage distribution of public school principals, by 2008-09 status and selected working conditions or school climate characteristics in the 2007-08 school year: 2008-09

Working condition or school climate characteristic in 2007-08	Number					Percent			
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All public schools	89,920	71,440	6,210	10,690	1,570	79.5	6.9	11.9	1.8
Hours per week spent on all school-related activities									
Less than 45	3,850	3,020	170 !	520 !	130 !	78.6	4.5 !	13.6 !	3.3 !
45-54	22,870	18,110	1,320	2,990	440 !	79.2	5.8	13.1	1.9 !
55-59	14,040	11,250	1,180	1,480	120 !	80.1	8.4	10.6	0.9 !
60 or more	49,160	39,060	3,530	5,690	890	79.4	7.2	11.6	1.8
Hours per week spent interacting with students									
Less than 10	12,200	10,040	880	1,160	130 !	82.3	7.2	9.5	1.0 !
10-19	29,830	23,730	2,200	3,490	410	79.6	7.4	11.7	1.4
20-24	14,970	11,710	960	1,990	310 !	78.2	6.4	13.3	2.1 !
25 or more	32,920	25,970	2,170	4,060	720 !	78.9	6.6	12.3	2.2
Bargaining agreements									
Represented under meet-and-confer agreement	18,330	14,330	1,280	2,370	350 !	78.2	7.0	12.9	1.9 !
Represented under a collective bargaining agreement	24,520	19,980	1,600	2,570	380	81.5	6.5	10.5	1.5
Not represented under meet-and-confer or collective bargaining agreement	47,060	37,130	3,330	5,750	850	78.9	7.1	12.2	1.8
Professional development									
Participated in professional development activities the past 12 months	87,920	69,950	6,140	10,290	1,540	79.6	7.0	11.7	1.7
Did not participate in professional development activities the past 12 months	2,000	1,490	70 !	400 !	‡	74.6	3.3 !	20.3 !	‡
The following problems occurred at least once a month or more often:									
Physical conflicts among students	27,990	21,980	2,090	3,220	710	78.5	7.5	11.5	2.5
Student bullying	37,880	30,200	2,700	4,220	760	79.7	7.1	11.1	2.0
Student acts of disrespect for teachers	22,080	16,820	2,070	2,690	500	76.2	9.4	12.2	2.3 !
More than 50 percent of students had at least one parent or guardian participate in the following events:									
Open house or back-to-school night	65,090	52,090	4,600	7,490	910	80.0	7.1	11.5	1.4
Parent-teacher conference	61,360	49,320	4,270	6,870	890	80.4	7.0	11.2	1.5
Special subject-area events ²	54,930	43,880	3,700	6,530	820	79.9	6.7	11.9	1.5

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹ These estimates do not include principals about whom no information was available in 2008-09. These Principal Follow-up Survey (PFS) nonrespondents represent 0.4 percent of the weighted total of 90,470 public school principals in 2007-08.

² Special subject-area events include science fairs and concerts.

NOTE: Stayers are 2007-08 principals who were principals in the same schools in 2008-09. Movers are 2007-08 principals who were principals in different schools in 2008-09. Leavers are 2007-08 principals who were no longer principals in 2008-09. Other includes principals who had left their 2007-08 school, but for whom it was not possible to determine a mover or leaver status in 2008-09. 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 Principal Data File," 2007-08; "Public School Principal Status File," 2008-09.

Table 5. Number and percentage distribution of private school principals, by 2008-09 status and selected working conditions or school climate characteristics in the 2007-08 school year: 2008-09

Working condition or school climate characteristic in 2007-08	Number					Percent			
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All private schools	27,050	21,580	830	2,930	1,710	79.8	3.1	10.8	6.3
Hours per week spent on all school-related activities									
Less than 45	3,460	2,420	‡	380 !	580 !	69.8	‡	11.1 !	16.7 !
45-54	9,010	7,100	270	1,170	470	78.8	3.0	13.0	5.2
55-59	3,750	3,010	110 !	380	250	80.1	3.0 !	10.2	6.7
60 or more	10,830	9,060	360	1,000	400	83.7	3.3	9.2	3.7
Hours per week spent interacting with students									
Less than 10	6,720	5,090	200	820	610	75.8	3.0	12.2	9.0
10-19	7,360	5,930	190	870	370	80.6	2.6	11.8	5.0
20-24	3,320	2,720	140 !	210	250	82.0	4.2 !	6.2	7.6
25 or more	9,650	7,840	300	1,040	480	81.2	3.1	10.7	5.0
Professional development									
Participated in professional development activities the past 12 months	22,200	18,070	780	2,210	1,140	81.4	3.5	9.9	5.1
Did not participate in professional development activities the past 12 months	4,850	3,510	‡	720	570 !	72.3	‡	14.9	11.7
The following problems occurred at least once a month or more often:									
Physical conflicts among students	1,970	1,510	‡	280	140 !	76.5	‡	14.2	7.2 !
Student bullying	4,430	3,590	140	530	170 !	81.1	3.2	12.0	3.7 !
Student acts of disrespect for teachers	2,450	1,870	40 !	400	150 !	76.1	1.6 !	16.3	6.0 !
More than 50 percent of students had at least one parent or guardian participate in the following events:									
Open house or back-to-school night	21,960	18,160	670	2,200	930	82.7	3.0	10.0	4.2
Parent-teacher conference	22,140	18,070	720	2,270	1,070	81.6	3.3	10.3	4.8
Special subject-area events ²	20,030	16,360	680	2,060	930	81.7	3.4	10.3	4.6

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹ These estimates do not include principals about whom no information was available in 2008-09. These Principal Follow-up Survey (PFS) nonrespondents represent 2.0 percent of the weighted total of 27,960 private school principals in 2007-08.

² Special subject-area events include science fairs and concerts.

NOTE: Stayers are 2007-08 principals who were principals in the same schools in 2008-09. Movers are 2007-08 principals who were principals in different schools in 2008-09. Leavers are 2007-08 principals who were no longer principals in 2008-09. Other includes principals who had left their 2007-08 school, but for whom it was not possible to determine a mover or leaver status in 2008-09. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2007-08; "Private School Principal Status Data File," 2008-09.

Table 6. Number and percentage distribution of 2008-09 status of public school principals who thought they had a major influence on decisions concerning various activities and who somewhat agreed or strongly agreed with various statements of job satisfaction in the 2007-08 school year: 2008-09

Activity and job satisfaction characteristic in the 2007-08 school year	Number					Percent			
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All public schools	89,920	71,440	6,210	10,690	1,570	79.5	6.9	11.9	1.8
Activity in 2007-08 school year									
Setting performance standards for students of this school	55,800	44,530	3,910	6,250	1,120	79.8	7.0	11.2	2.0
Establishing curriculum at this school	51,250	40,610	3,560	6,110	970	79.2	6.9	11.9	1.9
Determining the content of in-service professional development programs for teachers of this school	67,630	53,630	4,830	7,950	1,220	79.3	7.1	11.8	1.8
Evaluating teachers of this school	84,690	67,220	5,800	10,140	1,530	79.4	6.8	12.0	1.8
Hiring new full-time teachers of this school	81,300	64,600	5,730	9,640	1,320	79.5	7.1	11.9	1.6
Setting discipline policy at this school	79,440	62,720	5,630	9,750	1,340	78.9	7.1	12.3	1.7
Deciding how your school budget will be spent	66,640	53,030	4,850	7,510	1,250	79.6	7.3	11.3	1.9
Job satisfaction characteristic in 2007-08 school year									
The stress and disappointments involved in serving as principal at this school aren't really worth it	15,810	11,800	1,390	2,250	370	74.7	8.8	14.2	2.3
The faculty and staff at this school like being here; I would describe them as a satisfied group	83,430	66,560	5,780	9,700	1,390	79.8	6.9	11.6	1.7
I like the way things are run in this district	71,730	58,620	4,550	7,640	920	81.7	6.3	10.7	1.3
If I could get a higher paying job I'd leave education as soon as possible	18,090	13,560	1,620	2,560	350 !	74.9	9.0	14.2	1.9 !
I think about transferring to another school	18,510	13,120	2,090	2,650	650	70.8	11.3	14.3	3.5
I don't seem to have as much enthusiasm now as I did when I began my career as a principal	23,250	17,220	1,610	3,980	450 !	74.0	6.9	17.1	2.0 !
I think about staying home from school because I'm just too tired to go	10,410	8,080	740	1,340	260 !	77.6	7.1	12.9	2.5 !

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

¹ These estimates do not include principals about whom no information was available in 2008-09. These Principal Follow-up Survey (PFS) nonrespondents represent 0.4 percent of the weighted total of 90,470 public school principals in 2007-08.

NOTE: Stayers are 2007-08 principals who were principals in the same schools in 2008-09. Movers are 2007-08 principals who were principals in different schools in 2008-09. Leavers are 2007-08 principals who were no longer principals in 2008-09. Other includes principals who had left their 2007-08 school, but for whom it was not possible to determine a mover or leaver status in 2008-09. 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 Principal File," 2007-08; "Public School Principal Status Data File," 2008-09.

Table 7. Number and percentage distribution of 2008-09 status of private school principals who thought they had a major influence on decisions concerning various activities and who somewhat agreed or strongly agreed with various statements of job satisfaction in the 2007-08 school year: 2008-09

Activity and job satisfaction characteristic in the 2007-08 school year	Number					Percent			
	Total ¹	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All private schools	27,050	21,580	830	2,930	1,710	79.8	3.1	10.8	6.3
Activity in 2007-08 school year									
Setting performance standards for students of this school	23,880	19,550	740	2,330	1,270	81.9	3.1	9.7	5.3
Establishing curriculum at this school	23,410	19,290	700	2,190	1,240	82.4	3.0	9.4	5.3
Determining the content of in-service professional development programs for teachers of this school	23,690	19,310	680	2,580	1,120	81.5	2.9	10.9	4.7
Evaluating teachers of this school	25,730	20,850	780	2,640	1,450	81.0	3.0	10.3	5.6
Hiring new full-time teachers of this school	25,630	20,510	740	2,790	1,600	80.0	2.9	10.9	6.2
Setting discipline policy at this school	25,940	20,990	780	2,740	1,430	80.9	3.0	10.6	5.5
Deciding how your school budget will be spent	22,560	18,200	640	2,460	1,250	80.7	2.8	10.9	5.5
Job satisfaction characteristic in 2007-08 school year									
The stress and disappointments involved in serving as principal at this school aren't really worth it	3,990	2,780	200	660	350	69.8	5.0	16.5	8.7
The faculty and staff at this school like being here; I would describe them as a satisfied group	25,050	20,110	730	2,730	1,490	80.3	2.9	10.9	5.9
If I could get a higher paying job I'd leave education as soon as possible	2,710	1,810	140 !	500	270 !	66.6	5.0 !	18.4	10.0
I think about transferring to another school	3,620	2,570	360	390	300	70.8	10.0	10.8	8.4
I don't seem to have as much enthusiasm now as I did when I began my career as a principal	6,370	4,830	230	880	430	75.8	3.6	13.8	6.8
I think about staying home from school because I'm just too tired to go	2,740	2,080	120	340	200	75.7	4.4	12.5	7.4

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

¹ These estimates do not include principals about whom no information was available in 2008-09. These Principal Follow-up Survey (PFS) nonrespondents represent 2.0 percent of the weighted total of 27,960 private school principals in 2007-08.

NOTE: Stayers are 2007-08 principals who were principals in the same schools in 2008-09. Movers are 2007-08 principals who were principals in different schools in 2008-09. Leavers are 2007-08 principals who were no longer principals in 2008-09. Other includes principals who had left their 2007-08 school, but for whom it was not possible to determine a mover or leaver status in 2008-09. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal File," 2007-08; "Private School Principal Status Data File," 2008-09.

Table 8. Percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2007-08 school and type of move: 2008-09

Type of move	Total ¹	Years of experience as a principal at 2007-08 school			
		Less than 3 years ²	3-5 years ³	6-9 years ⁴	10 years or more ⁵
All public school principal movers	100.0	100.0	100.0	100.0	100.0
Moved from a public school to another public school in the same district	53.3	50.9	59.7	53.9	52.0 !
Moved from a public school to another public school in a different school district	34.7	37.5	28.4	36.6	‡
Moved from a public school to another public school, district unknown	8.4	8.0 !	7.0 !	‡	‡
Moved from a public school to a private school	‡	‡	1.0 !	‡	‡
Moved from a public school to another school, sector unknown	‡	‡	‡	‡	#

Rounds to zero.

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹The total number of public school principal movers is about 6,210.

²The total number of public school principal movers with less than 3 years of experience is about 3,690.

³The total number of public school principal movers with 3-5 years of experience is about 1,380.

⁴The total number of public school principal movers with 6-9 years of experience is about 690.

⁵The total number of public school principal movers with 10 years or more of experience is about 450.

NOTE: Movers are 2007-08 principals who were principals in different schools in 2008-09. The category "Moved from a public school to another public school, district unknown," includes responses to "Working as a principal, but in a different public school" but did not specify if they were in-district or out-of-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 Principal Data File," 2007-08; "Public School Principal Status Data File," 2008-09.

Table 9. Percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2007-08 school and type of move: 2008-09

Type of move	Total ¹	Years of experience as a principal at 2007-08 school			
		Less than 3 years ²	3-5 years ³	6-9 years ⁴	10 years or more ⁵
All private school principal movers	100.0	100.0	100.0	100.0	100.0
Moved from a private school to a public school	9.5 !	‡	‡	‡	‡
Moved from a private school to another private school	89.0	87.5	94.6	82.6	90.2
Moved from a private school to another school, sector unknown	‡	#	#	‡	#

Rounds to zero.

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹The total number of private school principal movers is about 830.

²The total number of private school principal movers with less than 3 years of experience is about 350.

³The total number of private school principal movers with 3-5 years of experience is about 210.

⁴The total number of private school principal movers with 6-9 years of experience is about 130.

⁵The total number of private school principal movers with 10 years or more of experience is about 150.

NOTE: Movers are 2007-08 principals who were principals in different schools in 2008-09. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2007-08; "Private School Principal Status Data File," 2008-09.

Table 10. Percentage distribution of 2008-09 status of public school principal leavers, by total years of experience as a principal in any school in 2007-08: 2008-09

Status	Total ¹	Total years of experience as a principal in any school in 2007-08			
		Less than 3 years ²	3-5 years ³	6-9 years ⁴	10 years or more ⁵
All public school principal leavers	100.0	100.0	100.0	100.0	100.0
Status of all leavers					
Retired - not working outside of home	45.4	18.8	20.2	38.6	68.2
Deceased	0.6 !	‡	‡	‡	‡
Not working outside of home and not retired	2.0 !	‡	‡	#	‡
Working in a K-12 school, but not as a principal	15.6	37.0	14.3 !	15.4 !	7.9
Working in K-12 education, but not in a K-12 school	33.2	35.5	54.5	41.9	20.4
Working at a job outside of K-12 education	3.2	‡	4.0 !	3.0 !	2.5 !
Status of leavers who were working in a position in a K-12 school, but not as a principal					
Working in current school, but not as a principal	21.3	‡	‡	31.2 !	29.1 !
Working in a different public school, but not as a principal	64.7	79.5	59.1	41.0 !	61.4
Working in a private school, but not as a principal	‡	‡	‡	‡	#
Working in a different school but not as a principal - unknown school type	13.0 !	‡	‡	‡	‡
Status of leavers who were working in a position in K-12 education, but not in a K-12 school					
Working in a district or administrative office as a superintendent, assistant superintendent, or other higher-level administrator	66.2	54.0	66.6	76.3	65.0
Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher-level administrator	24.9	35.9 !	29.1 !	19.7 !	18.0 !
Working at a job associated with K-12 education, but not directly associated with any schools or school systems	6.8 !	‡	‡	‡	13.4 !
Position unknown	‡	‡	‡	‡	‡

Rounds to zero.

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹The total number of public school principal leavers is about 10,690.

²The total number of public school principal leavers with less than 3 years of experience is about 1,880.

³The total number of public school principal leavers with 3-5 years of experience is about 1,830.

⁴The total number of public school principal leavers with 6-9 years of experience is about 2,110.

⁵The total number of public school principal leavers with 10 years or more of experience is about 4,870.

NOTE: Leavers are 2007-08 principals who were no longer principals in 2008-09. 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 Principal Data File," 2007-08; "Public School Principal Status Data File," 2008-09.

Table 11. Percentage distribution of 2008-09 status of private school principal leavers, by total years of experience as a principal in any school in 2007-08: 2008-09

Status	Total years of experience as a principal in any school in 2007-08				
	Total ¹	Less than 3 years ²	3-5 years ³	6-9 years ⁴	10 years or more ⁵
All private school principal leavers	100.0	100.0	100.0	100.0	100.0
Status of all leavers					
Retired - not working outside of home	22.1	‡	16.0 !	13.4 !	40.3
Deceased	‡	‡	#	#	‡
Not working outside of home and not retired	2.5 !	#	‡	‡	‡
Working in a K-12 school, but not as a principal	37.3	46.8	31.8	50.8	23.1
Working in K-12 education, but not in a K-12 school	7.0	‡	‡	‡	7.5 !
Working at a job outside of K-12 education	25.5	26.9	36.2 !	19.8 !	21.5
Status of leavers who were working in a position in a K-12 school, but not as a principal					
Working in current school, but not as a principal	48.2	48.3	37.5 !	60.1	42.1 !
Working in a public school, but not as a principal	19.8	21.0 !	‡	‡	‡
Working in a different private school, but not as a principal	27.6	25.5	40.7 !	22.9 !	28.6 !
Working in a different school but not as a principal - unknown school type	‡	‡	‡	#	‡
Status of leavers who were working in a position in K-12 education, but not in a K-12 school					
Working in a district or administrative office as a superintendent, assistant superintendent, or other higher-level administrator	44.5 !	#	‡	‡	52.2 !
Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher-level administrator	33.8 !	100.0	#	‡	‡
Working at a job associated with K-12 education, but not directly associated with any schools or school systems	‡	#	‡	#	‡
Position unknown	#	#	#	#	#

Rounds to zero.

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹ The total number of private school principal leavers is about 2,930.² The total number of private school principal leavers with less than 3 years of experience is about 1,040.³ The total number of private school principal leavers with 3-5 years of experience is about 460.⁴ The total number of private school principal leavers with 6-9 years of experience is about 470.⁵ The total number of private school principal leavers with 10 years or more of experience is about 960.

NOTE: Leavers are 2007-08 principals who were no longer principals in 2008-09. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2007-08; "Private School Principal Status Data File," 2008-09.

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Number and percentage distribution of school principals, by 2008-09 status, school type, and school classification in the 2007-08 school year: 2008-09

School type in 2007-08	Number					Percent			
	Total	Non-stayers				Stayers	Non-stayers		
		Stayers	Movers	Leavers	Other		Movers	Leavers	Other
All schools	656	936	539	643	351	0.75	0.46	0.54	0.29
Public	554	862	538	586	277	0.88	0.60	0.64	0.31
School classification									
Traditional public	517	865	518	578	245	0.91	0.60	0.66	0.28
Charter school	156	218	120	132	118	5.14	3.45	3.73	3.22
BIE	6	6	3	2	2	2.05	1.47	1.38	1.09
Private	302	384	98	226	241	1.10	0.36	0.84	0.88

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal, BIE School Principal, and Private School Principal Data Files," 2007-08; "Public School Principal Status, BIE School Principal Status, and Private School Principal Status Data Files," 2008-09.

Table A-2. Standard errors for Table 2: Number and percentage distribution of public school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09

Principal or school characteristic in 2007-08	Number					Percent			
	Total	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All public schools	554	862	538	586	277	0.88	0.60	0.64	0.31
Age									
Less than 45 years	974	942	340	304	196	1.52	1.07	1.00	0.63
45-54 years	1,005	881	288	330	159	1.28	0.91	0.99	0.49
55 years or more	975	928	315	487	124	1.88	1.11	1.60	0.44
Sex									
Male	1,145	1,020	385	466	174	1.22	0.81	1.02	0.39
Female	1,143	1,091	386	453	207	1.22	0.82	1.00	0.46
Race/ethnicity									
Hispanic or Latino, of any race	531	484	163	197	†	3.94	2.86	3.20	†
White, not Hispanic or Latino	1,023	1,049	483	578	190	1.02	0.65	0.76	0.26
Black, not Hispanic or Latino	662	605	183	193	158	2.66	1.78	2.06	1.62
All other Races/Ethnicities	289	226	90	112	†	7.28	4.73	5.33	†
Salary									
Less than \$60,000	572	513	104	222	†	3.52	1.60	3.23	†
\$60,000-\$79,999	838	720	390	346	124	1.61	1.22	1.12	0.42
\$80,000-\$99,999	974	914	341	426	169	1.65	1.01	1.22	0.52
\$100,000 or more	769	739	218	313	129	1.72	1.02	1.46	0.60
Highest degree									
Bachelor's degree or less	207	208	†	†	36	7.52	†	†	2.85
Master's degree	918	940	494	498	226	1.13	0.89	0.87	0.41
Educational specialist or professional diploma	925	800	260	367	142	1.58	0.94	1.31	0.55
Doctorate or first professional degree	512	441	147	199	55	3.06	1.89	2.51	0.74
Years of experience as a principal at 2007-08 school									
Less than 3 years	975	812	461	457	234	1.54	1.00	1.01	0.54
3-5 years	804	832	257	296	115	1.76	1.16	1.37	0.52
6-9 years	695	603	136	216	†	1.61	0.86	1.47	0.52
10 years or more	604	545	141	321	†	3.00	1.29	2.80	†
Years of experience as a principal at any school									
Less than 3 years	968	807	394	346	172	2.06	1.56	1.35	0.71
3-5 years	840	831	263	227	109	1.76	1.27	1.21	0.55
6-9 years	833	775	189	291	113	1.85	0.90	1.44	0.59
10 years or more	929	874	249	420	139	1.76	0.93	1.48	0.52

See notes at end of table.

Table A-2. Standard errors for Table 2: Number and percentage distribution of public school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09—Continued

Principal or school characteristic in 2007-08	Number					Percent			
	Total	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
School classification									
Traditional public	517	865	518	578	245	0.91	0.60	0.66	0.28
Charter school	156	218	120	132	118	5.14	3.45	3.73	3.22
Community type									
City	721	690	271	329	146	2.03	1.29	1.42	0.70
Suburban	936	942	213	293	171	1.53	0.85	1.25	0.65
Town	654	577	184	315	†	2.33	1.29	2.19	†
Rural	1,019	871	354	367	111	1.51	1.17	1.10	0.37
School level									
Elementary	588	883	489	564	212	1.23	0.79	0.90	0.34
Secondary	454	421	199	307	111	1.25	0.94	1.34	0.50
Combined	366	313	102	169	†	2.74	1.49	2.46	†
Student enrollment									
Less than 100	535	523	248	193	†	4.10	3.54	2.90	†
100-199	556	539	132	180	†	3.08	1.61	2.02	†
200-499	1,196	1,077	373	457	190	1.53	0.93	1.20	0.51
500-749	877	851	242	319	80	2.09	1.17	1.54	0.41
750-999	572	549	121	177	†	2.69	1.39	2.15	†
1,000 or more	425	421	129	142	32	2.06	1.42	1.53	0.36
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	978	934	288	369	120	1.33	0.84	1.06	0.36
35-49	770	704	246	233	78	2.19	1.61	1.43	0.54
50-74	700	651	192	360	90	1.95	0.95	1.71	0.45
75 or more	661	586	277	336	202	2.16	1.57	1.84	1.11
School did not participate in free or reduced-price lunch program	417	299	162	205	†	5.48	3.94	4.64	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2007-08; "Public School Principal Status Data File," 2008-09.

Table A-3. Standard errors for Table 3: Number and percentage distribution of private school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09

Principal or school characteristic in 2007-08	Number					Percent			
	Total	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All private schools	302	384	98	226	241	1.10	0.36	0.84	0.88
Age									
Less than 45 years	378	333	57	170	158	2.64	0.75	2.16	1.97
45-54 years	323	315	69	116	109	2.13	0.89	1.51	1.43
55 years or more	401	387	51	159	113	1.53	0.43	1.33	0.92
Sex									
Male	434	360	70	163	199	1.71	0.55	1.30	1.51
Female	379	350	87	176	127	1.36	0.59	1.15	0.85
Race/ethnicity									
Hispanic or Latino, of any race	149	146	†	28	38	5.16	†	2.83	3.74
White, not Hispanic or Latino	392	442	100	212	220	1.23	0.42	0.92	0.91
Black, not Hispanic or Latino	187	173	37	64	53	5.23	2.11	3.79	3.31
All other Races/Ethnicities	114	86	†	41	†	8.73	†	6.74	†
Salary									
Less than \$60,000	371	427	95	207	227	1.62	0.52	1.17	1.28
\$60,000-\$79,999	240	227	48	75	43	2.03	0.99	1.51	0.89
\$80,000-\$99,999	161	148	30	45	47	2.80	1.38	2.04	2.04
\$100,000 or more	162	146	38	60	39	3.09	1.49	2.49	1.61
Highest degree									
Bachelor's degree or less	392	365	77	148	194	2.71	0.91	1.69	2.19
Master's degree	346	312	69	136	131	1.06	0.51	0.93	0.92
Educational specialist or professional diploma	203	161	39	107	†	3.32	1.44	3.37	†
Doctorate or first professional degree	177	162	25	51	42	3.25	1.26	2.36	2.06
Years of experience as a principal at 2007-08 school									
Less than 3 years	358	324	80	174	140	1.83	0.75	1.64	1.28
3-5 years	316	265	64	98	132	2.82	1.13	1.82	2.38
6-9 years	299	268	40	96	84	2.91	0.87	2.00	1.84
10 years or more	275	263	38	84	94	1.75	0.55	1.22	1.33
Years of experience as a principal at any school									
Less than 3 years	317	269	70	167	137	2.56	1.05	2.37	2.00
3-5 years	305	259	53	92	134	3.12	1.06	2.04	2.72
6-9 years	296	269	35	93	87	2.65	0.85	1.93	1.92
10 years or more	337	312	51	114	109	1.40	0.44	0.96	0.93

See notes at end of table.

Table A-3. Standard errors for Table 3: Number and percentage distribution of private school principals, by 2008-09 status and selected principal or school characteristics in the 2007-08 school year: 2008-09—Continued

Principal or school characteristic in 2007-08	Number					Percent			
	Total	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
School classification									
Catholic	40	95	45	82	35	1.27	0.62	1.11	0.48
Other religious	267	336	71	180	202	1.96	0.52	1.37	1.51
Nonsectarian	128	188	57	113	107	2.31	0.87	1.68	1.64
Community type									
City	273	268	58	127	76	1.51	0.63	1.32	0.80
Suburban	226	255	64	110	87	1.66	0.69	1.17	0.91
Town	200	167	†	119	55	4.10	1.03	4.03	1.90
Rural	287	245	62	132	188	3.63	1.07	2.22	3.10
School level									
Elementary	292	321	89	190	189	1.67	0.57	1.20	1.19
Secondary	170	154	34	73	85	3.41	1.24	2.50	2.94
Combined	294	287	65	111	107	1.99	0.72	1.22	1.21
Student enrollment									
Less than 100	418	407	84	218	216	2.37	0.68	1.71	1.71
100-199	260	238	50	95	63	1.82	0.79	1.60	1.02
200-499	274	255	46	76	32	1.29	0.69	1.09	0.47
500-749	116	99	24	47	†	3.43	1.64	3.10	1.25
750 or more	69	68	†	17	†	2.72	†	2.21	†
Participation in free or reduced-price lunch									
School did participate	295	259	56	160	93	2.03	0.69	1.85	1.13
School did not participate	374	356	91	185	218	1.40	0.47	0.95	1.10

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2007-08; "Private School Principal Status Data File," 2008-09.

Table A-4. Standard errors for Table 4: Number and percentage distribution of public school principals, by 2008-09 status and selected working conditions or school climate characteristics in the 2007-08 school year: 2008-09

Working condition or school climate characteristic in 2007-08	Number					Percent			
	Total	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All public schools	554	862	538	586	277	0.88	0.60	0.64	0.31
Hours per week spent on all school-related activities									
Less than 45	408	377	69	189	58	4.73	1.81	4.65	1.52
45-54	884	806	305	390	181	2.19	1.30	1.59	0.78
55-59	804	779	255	261	39	2.38	1.80	1.76	0.28
60 or more	1,047	981	349	481	200	1.22	0.68	0.94	0.40
Hours per week spent interacting with students									
Less than 10	671	649	236	196	42	2.55	1.84	1.64	0.35
10-19	1,174	1,015	365	364	113	1.48	1.18	1.17	0.37
20-24	833	671	187	335	139	2.32	1.13	2.03	0.88
25 or more	1,162	1,047	288	478	218	1.60	0.86	1.38	0.66
Bargaining agreements									
Represented under meet-and-confer agreement	594	659	232	289	159	2.37	1.24	1.54	0.88
Represented under a collective bargaining agreement	817	725	257	341	106	1.48	1.01	1.32	0.42
Not represented under meet-and-confer or collective bargaining agreement	856	780	430	475	178	1.19	0.90	0.96	0.38
Professional development									
Participated in professional development activities the past 12 months	609	852	537	601	275	0.89	0.60	0.67	0.31
Did not participate in professional development activities the past 12 months	316	267	21	159	†	6.62	1.24	6.72	†
The following problems occurred at least once a month or more often:									
Physical conflicts among students	819	746	285	357	195	1.68	0.98	1.18	0.69
Student bullying	1,006	911	345	421	157	1.45	0.88	1.04	0.40
Student acts of disrespect for teachers	816	730	290	328	149	1.82	1.22	1.41	0.69
More than 50 percent of students had at least one parent or guardian participate in the following events:									
Open house or back-to-school night	741	937	501	584	209	1.18	0.76	0.89	0.32
Parent-teacher conference	843	969	468	521	198	1.15	0.77	0.82	0.32
Special subject-area events	863	918	425	535	173	1.15	0.78	0.93	0.31

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2007-08; "Public School Principal Status File," 2008-09.

Table A-5. Standard errors for Table 5: Number and percentage distribution of private school principals, by 2008-09 status and selected working conditions or school climate characteristics in the 2007-08 school year: 2008-09

Working condition or school climate characteristic in 2007-08	Number					Percent			
	Total	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All private schools	302	384	98	226	241	1.10	0.36	0.84	0.88
Hours per week spent on all school-related activities									
Less than 45	282	239	†	128	182	5.60	†	3.55	5.07
45-54	369	366	59	150	121	2.02	0.66	1.65	1.31
55-59	210	201	34	98	68	3.05	0.89	2.52	1.72
60 or more	328	321	81	111	79	1.39	0.73	1.02	0.72
Hours per week spent interacting with students									
Less than 10	350	309	56	133	178	2.92	0.83	1.91	2.49
10-19	287	254	40	150	97	2.22	0.53	1.90	1.27
20-24	217	213	45	53	74	2.82	1.36	1.61	2.19
25 or more	346	358	72	156	98	2.05	0.75	1.57	1.02
Professional development									
Participated in professional development activities the past 12 months	350	341	97	194	156	1.02	0.42	0.86	0.69
Did not participate in professional development activities the past 12 months	336	267	†	129	174	3.79	†	2.43	3.35
The following problems occurred at least once a month or more often:									
Physical conflicts among students	198	174	†	63	60	3.71	†	2.98	2.97
Student bullying	223	205	37	92	58	2.19	0.81	1.85	1.33
Student acts of disrespect for teachers	182	154	18	84	60	3.46	0.76	3.16	2.41
More than 50 percent of students had at least one parent or guardian participate in the following events:									
Open house or back-to-school night	405	400	80	193	154	1.03	0.36	0.87	0.68
Parent-teacher conference	391	404	87	210	163	1.16	0.39	0.95	0.71
Special subject-area events	360	350	90	187	146	1.04	0.45	0.93	0.70

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2007-08; "Private School Principal Status Data File," 2008-09.

Table A-6. Standard errors for Table 6: Number and percentage distribution of 2008-09 status of public school principals who thought they had a major influence on decisions concerning various activities and who somewhat agreed or strongly agreed with various statements of job satisfaction in the 2007-08 school year: 2008-09

Activity and job satisfaction characteristic in the 2007-08 school year	Number					Percent			
	Total	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All public schools	554	862	538	586	277	0.88	0.60	0.64	0.31
Activity in 2007-08 school year									
Setting performance standards for students of this school	1,020	1,114	445	507	242	1.17	0.78	0.93	0.43
Establishing curriculum at this school	1,094	1,088	411	509	221	1.20	0.79	0.98	0.43
Determining the content of in-service professional development programs for teachers of this school	942	946	455	563	258	1.11	0.65	0.81	0.37
Evaluating teachers of this school	713	938	514	593	273	0.89	0.61	0.69	0.32
Hiring new full-time teachers of this school	727	943	520	573	259	0.93	0.63	0.70	0.32
Setting discipline policy at this school	811	960	528	560	267	0.94	0.66	0.69	0.33
Deciding how your school budget will be spent	1,015	1,056	516	501	267	1.02	0.78	0.73	0.39
Job satisfaction characteristic in 2007-08 school year									
The stress and disappointments involved in serving as principal at this school aren't really worth it	745	645	252	256	109	2.00	1.50	1.58	0.67
The faculty and staff at this school like being here; I would describe them as a satisfied group	722	913	535	567	262	0.92	0.63	0.67	0.31
I like the way things are run in this district	778	828	463	543	204	1.02	0.63	0.73	0.28
If I could get a higher paying job I'd leave education as soon as possible	728	618	266	376	128	2.20	1.46	1.85	0.69
I think about transferring to another school	822	657	264	336	190	2.05	1.29	1.69	0.99
I don't seem to have as much enthusiasm now as I did when I began my career as a principal	851	708	282	413	144	1.96	1.19	1.60	0.60
I think about staying home from school because I'm just too tired to go	605	543	161	233	104	2.58	1.48	2.02	1.01

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal File," 2007-08; "Public School Principal Status Data File," 2008-09.

Table A-7. Standard errors for Table 7: Number and percentage distribution of 2008-09 status of private school principals who thought they had a major influence on decisions concerning various activities and who somewhat agreed or strongly agreed with various statements of job satisfaction in the 2007-08 school year: 2008-09

Activity and job satisfaction characteristic in the 2007-08 school year	Number					Percent			
	Total	Stayers	Non-stayers			Stayers	Non-stayers		
			Movers	Leavers	Other		Movers	Leavers	Other
All private schools	302	384	98	226	241	1.10	0.36	0.84	0.88
Activity in 2007-08 school year									
Setting performance standards for students of this school	347	353	100	203	205	1.15	0.41	0.83	0.84
Establishing curriculum at this school	299	334	96	206	196	1.13	0.41	0.86	0.83
Determining the content of in-service professional development programs for teachers of this school	393	414	87	236	158	1.07	0.37	0.98	0.66
Evaluating teachers of this school	358	406	99	206	210	1.00	0.38	0.81	0.81
Hiring new full-time teachers of this school	313	384	91	210	237	1.09	0.35	0.83	0.91
Setting discipline policy at this school	309	360	99	213	217	1.07	0.38	0.81	0.83
Deciding how your school budget will be spent	336	355	91	203	214	1.22	0.40	0.89	0.93
Job satisfaction characteristic in 2007-08 school year									
The stress and disappointments involved in serving as principal at this school aren't really worth it	260	218	54	94	88	2.96	1.31	2.23	2.11
The faculty and staff at this school like being here; I would describe them as a satisfied group	341	396	97	229	228	1.17	0.38	0.92	0.90
If I could get a higher paying job I'd leave education as soon as possible	212	179	45	106	87	4.40	1.67	3.52	2.98
I think about transferring to another school	190	164	67	83	78	3.00	1.74	2.23	2.08
I don't seem to have as much enthusiasm now as I did when I began my career as a principal	278	243	55	124	101	2.14	0.85	1.77	1.55
I think about staying home from school because I'm just too tired to go	186	156	33	66	55	2.77	1.17	2.21	1.94

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal File," 2007-08; "Private School Principal Status Data File," 2008-09.

Table A-8. Standard errors for Table 8: Percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2007-08 school and type of move: 2008-09

Type of move	Years of experience as a principal at 2007-08 school				
	Total	Less than 3 years	3-5 years	6-9 years	10 years or more
All public school principal movers	†	†	†	†	†
Moved from a public school to another public school in the same district	4.40	5.63	9.40	10.13	16.67
Moved from a public school to another public school in a different school district	4.10	5.27	8.42	9.79	†
Moved from a public school to another public school, district unknown	1.99	2.87	3.23	†	†
Moved from a public school to a private school	†	†	0.49	†	†
Moved from a public school to another school, sector unknown	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2007-08; "Public School Principal Status Data File," 2008-09.

Table A-9. Standard errors for Table 9: Percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2007-08 school and type of move: 2008-09

Type of move	Total	Years of experience as a principal at 2007-08 school			
		Less than 3 years	3-5 years	6-9 years	10 years or more
All private school principal movers	†	†	†	†	†
Moved from a private school to a public school	3.81	†	†	†	†
Moved from a private school to another private school	4.07	8.24	5.58	11.64	9.81
Moved from a private school to another school, sector unknown	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2007-08; "Private School Principal Status Data File," 2008-09.

Table A-10. Standard errors for Table 10: Percentage distribution of 2008-09 status of public school principal leavers, by total years of experience as a principal in any school in 2007-08:
2008-09

Status	Total	Total years of experience as a principal in any school in 2007-08			
		Less than 3 years	3-5 years	6-9 years	10 years or more
All public school principal leavers	†	†	†	†	†
Status of all leavers					
Retired - not working outside of home	3.07	5.44	4.89	7.05	4.33
Deceased	0.26	†	†	†	†
Not working outside of home and not retired	0.92	†	†	†	†
Working in a K-12 school, but not as a principal	2.71	7.61	5.14	5.34	2.14
Working in K-12 education, but not in a K-12 school	2.71	7.08	6.96	8.69	3.46
Working at a job outside of K-12 education	0.81	†	2.01	1.35	1.10
Status of leavers who were working in a position in a K-12 school, but not as a principal					
Working in current school, but not as a principal	5.47	†	†	13.82	13.29
Working in a different public school, but not as a principal	6.90	10.04	16.48	15.86	12.92
Working in a private school, but not as a principal	†	†	†	†	†
Working in a different school but not as a principal - unknown school type	5.90	†	†	†	†
Status of leavers who were working in a position in K-12 education, but not in a K-12 school					
Working in a district or administrative office as a superintendent, assistant superintendent, or other higher-level administrator	5.06	14.37	9.83	8.61	9.86
Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher-level administrator	4.75	12.55	9.16	8.36	8.99
Working at a job associated with K-12 education, but not directly associated with any schools or school systems	2.65	†	†	†	6.30
Position unknown	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2007-08; "Public School Principal Status Data File," 2008-09.

Table A-11. Standard errors for Table 11: Percentage distribution of 2008-09 status of private school principal leavers, by total years of experience as a principal in any school in 2007-08: 2008-09

Status	Total	Total years of experience as a principal in any school in 2007-08			
		Less than 3 years	3-5 years	6-9 years	10 years or more
All private school principal leavers	†	†	†	†	†
Status of all leavers					
Retired - not working outside of home	3.69	†	7.36	5.22	6.55
Deceased	†	†	†	†	†
Not working outside of home and not retired	1.08	†	†	†	†
Working in a K-12 school, but not as a principal	3.57	7.87	9.14	9.98	5.91
Working in K-12 education, but not in a K-12 school	1.66	†	†	†	3.15
Working at a job outside of K-12 education	3.51	6.78	10.99	7.37	4.64
Status of leavers who were working in a position in a K-12 school, but not as a principal					
Working in current school, but not as a principal	6.43	10.51	18.17	13.94	14.81
Working in a public school, but not as a principal	5.19	8.91	†	†	†
Working in a different private school, but not as a principal	5.48	6.89	18.82	11.46	13.22
Working in a different school but not as a principal - unknown school type	†	†	†	†	†
Status of leavers who were working in a position in K-12 education, but not in a K-12 school					
Working in a district or administrative office as a superintendent, assistant superintendent, or other higher-level administrator	13.95	†	†	†	24.44
Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher-level administrator	13.44	†	†	†	†
Working at a job associated with K-12 education, but not directly associated with any schools or school systems	†	†	†	†	†
Position unknown	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2007-08; "Private School Principal Status Data File," 2008-09.

Appendix B: Methodology and Technical Notes

Overview of the Principal Follow-up Survey

The Principal Follow-up Survey (PFS), first conducted in school year 2008-09, is a component of the 2007-08 Schools and Staffing Survey (SASS). 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. In order to provide a comprehensive picture of American public and private elementary and secondary schools and their staff, SASS has been collecting data on the characteristics of teachers, principals, schools, school districts, and library media centers since the 1987-88 school year.

NCES created the PFS in order to provide attrition rates for principals in K-12 public, private, and Bureau of Indian Education (BIE) schools. The goal of the 2008-09 PFS was to assess how many principals in school year 2007-08 still worked as a principal in the same school in the 2008-09 school year, how many had moved to become a principal in another school, and how many had left the principal profession altogether. The PFS sample included all schools whose principals completed questionnaires in SASS. Schools that had returned a completed 2007-08 SASS principal questionnaire were mailed the PFS form in the spring of 2009.

The PFS data produce national, regional, and state estimates for principals in public schools; national and regional estimates for principals in BIE schools; and national, regional, and affiliation estimates for principals in private schools. The PFS data files include responses to only the principal's current occupational status and have been merged with the 2007-08 SASS principal data files for the convenience of data users. This combined data file can be merged with the other SASS data files (i.e., school district, schools, teachers, and library media centers) to provide a rich dataset for analyzing principals in K-12 schools in the United States.

For more information about specific PFS-related topics discussed in this appendix, consult the *Documentation for the 2008-09 Principal Follow-up Survey* (Battle et al. forthcoming). For more information about the 2007-08 SASS methodology, please see *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming) or the SASS website at <http://nces.ed.gov/surveys/sass>.

Sampling Frames and Sample Selection

The 2008-09 PFS target population includes principals in public, public charter, private, and BIE-funded schools with students in any of grades K-12 or in comparable ungraded levels and in operation in the 2007-08 school year. All public, private, and BIE schools whose principal replied to the 2007-08 SASS principal questionnaires were included in the PFS sample. Therefore, any discussion of PFS methodology must include SASS methodology.

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)¹ 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 about 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.² 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

¹ For more information about the CCD, see <http://nces.ed.gov/ccd>.

² BIE schools that fit the SASS definition of a school were included in the 2007-08 SASS public school sample with certainty.

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).³ The PSS is designed to generate biennial data on the total number of private schools, students, and teachers and to build a universe of private schools in the 50 states and the District of Columbia to serve as a sampling frame of private schools for NCES sample surveys, such as SASS. Prior to each PSS collection, NCES updates the list of schools to be included in the PSS by collecting membership lists from private school associations and religious denominations, as well as private school lists from state education departments. This list-frame update is intended to improve coverage of new private schools and private schools previously not included in the PSS. Since the list-frame update for the 2007-08 PSS preceded the SASS frame building, the SASS private school sample frame was augmented with the private schools discovered during the PSS list-frame update. The SASS private school frame also includes schools in the 2005-06 PSS area frame. This area frame includes schools that were overlooked in the list-building operation. In a sample of 124 geographical areas (out of 2,062), local field staff used such resources as local telephone directories, local resource guides, etc., to identify schools. The resultant lists of schools were matched to the PSS list frame, and any school that was not part of the list frame was added as an area frame school.

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

³ For more information about the PSS, see <http://nces.ed.gov/surveys/pss>.

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.

Principals. In the 2007-08 SASS, the principal of each sampled school was automatically 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). The 2008-09 PFS sample included all schools whose principals were interviewed in SASS.

Data Collection Procedures

The 2008-09 PFS primarily utilized a mail-based collection methodology, with telephone follow-up for nonrespondents. Interviewers were provided with classroom training (including a portion intended for self-study) and a call script to follow for the telephone follow-up. Approximately 9,480 schools were contacted for this survey (7,460 public, 130 BIE, and 1,890 private); 2,700 in-scope schools were not included because the principal did not respond to the Principal Questionnaire during the 2007-08 SASS; and 730 schools were deemed out-of-scope for 2007-08 SASS and not included in 2008-09 PFS.

Beginning in February 2009, customized letters were mailed to districts that required special procedures for school participation in education research. Some schools required special procedures, such as formal approval from their district, before they were allowed to participate in the survey. These advance letters were sent to 18 districts containing 278 sampled PFS schools.

In March 2009, an introductory letter and the Principal Status Form (i.e., the survey questionnaire), were mailed to sampled schools. The letter was addressed to the principal,

or if the principal's name had not been provided during the 2007-08 SASS data collection it was addressed to the "School Principal/Administrator" for public schools and the "School Head/Principal" for private schools. Due to overlap with another NCES survey of principals, customized letters were mailed to certain schools (73 schools sampled in the PFS were also sampled in the other survey.) In order to boost response among those schools sampled in the two surveys, a letter was drafted for these schools explaining they had been selected for two separate, but similar, surveys, and requesting their participation. All questionnaires were mailed in an envelope with the Department of Education and SASS logos, but the envelope did not include a direct reference to the name of the survey. The letter introduced the survey and asked the school to complete and mail the questionnaire in the return envelope.

In mid-March 2009, a reminder letter and a second copy of the Principal Status Form were mailed to all sampled schools. Schools that had already returned a completed questionnaire were thanked and instructed to disregard the second copy. Telephone nonresponse follow-up of schools was conducted from March to April 2009. Although all follow-up was completed prior to May, mailed questionnaires were accepted through early June 2009. Data collection officially ended in June 2009.

Data Processing

Respondents were encouraged to complete and mail back the Principal Status Form sent to the school. Questionnaires mailed to the Census Bureau's National Processing Center (NPC) were immediately checked into the Automatic Tracking and Control (ATAC) system by clerical staff. Questionnaires received an outcome code of "complete" if the principal's current occupational status was answered. Additional outcome codes included refusals, blanks, duplicates, and Undeliverable as Addressed (UAA). For non-responding schools, Census Bureau telephone interviewers updated the status of cases during data collection and assigned an outcome code indicating the status (unable to contact, refusal, etc.) of each questionnaire using a paper-based tracking system. Once the status updating was completed, all questionnaires were shipped to the Census Bureau clerical processing staff at the NPC. There, the cases were assigned a check-in code that indicated their completion status.

The data were converted from paper to electronic format using manual data keying and imaging technology, facilitated by the ATAC system. Finally, the combined responses to the two questions on the Principal Status Form were recorded in the ATAC system and sent to Census Bureau analysts in Suitland, Maryland.

Description of Data Files

The 2008-09 PFS data are being released in three restricted-use data files (for public school, BIE school, and private school principals). These data files were created from two survey questionnaires: the Principal Status Form for Public Schools and the School Head/Principal Status Form for Private Schools.

Table B-1 identifies each data file and the questionnaire data used to build the file.

Table B-1. Names of restricted-use data files and the questionnaires from which the data were drawn: 2007-08 and 2008-09

Data file	Questionnaire source
Public school principal status	Principal Status Form for Public Schools and 2007-08 SASS Principal Questionnaire
BIE school principal status	Principal Status Form for Public Schools and 2007-08 SASS Principal Questionnaire
Private school principal status	School Head/Principal Status Form for Private Schools and 2007-08 SASS Private School Principal Questionnaire

NOTE: The principal status files include the 2007-08 SASS principal data files. BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Status, BIE School Principal Status, and Private School Principal Status Data Files," 2008-09.

The PFS data files include responses to only question 1 from the questionnaires. For reasons of confidentiality, question 2 is not included on the data files. Question 1 asked for the principals' status during the 2008-09 school year and question 2 asked for the name of the principal for the 2007-08 school year. The PFS data files have been merged with the 2007-08 SASS principal data files for the convenience of data users. This combined data file can be merged with the other SASS data files (i.e., school districts, schools, teachers, and library media centers) to provide a rich dataset for analyzing principals in K-12 schools in the United States. For information on how to merge these files consult the *Documentation for the 2008-09 Principal Follow-up Survey* (Battle et al. forthcoming).

Instructions for obtaining or amending Restricted-use Data Licenses can be found at <http://nces.ed.gov/pubsearch/licenses.asp>.

Response Rates

Unit response rate. The unit response rate is the rate at which the sampled units respond by completing the questionnaire. For the two-question form used for the 2008-09 PFS, any questionnaire with question 1 answered was considered a complete interview. There were no out-of-scope cases in this survey. The weighted unit response rate was produced by dividing the base-weighted number of respondents who completed the questionnaires by the base-weighted number of eligible sampled cases.⁴ The base weight for each sampled unit is the inverse of the probability of selection.

Overall response rate. The overall response rate represents the response rate to the PFS taking into consideration each stage of data collection. To be eligible for the PFS, it was necessary for the principal to have responded to the SASS principal questionnaire. Thus, the overall unit response rate is the product of the sampled PFS unit response rate

⁴ For the formula used to calculate the unit response rate, see the *NCES Statistical Standards* (U.S. Department of Education 2003).

multiplied by the SASS principal questionnaire unit response rate. The product of these gives the cumulative nonresponse. The overall unit response rate was calculated using base-weights.

Table B-2 summarizes the base-weighted unit response rates for the PFS and SASS and the base-weighted overall unit response rate for each survey population.

Table B-2. Base weighted unit and overall unit response rates, by sector: 2007-08 and 2008-09

Survey population	Base weighted SASS unit response rate	Base weighted PFS unit response rate	Base weighted overall unit response rate
Public School Principals	79.4	99.4	78.9
Private Schools Principals	72.2	97.1	70.1
BIE Schools Principals	79.2	99.2	78.6

NOTE: Response rates were weighted using the inverse of the probability of selection. PFS refers to the Principal Follow-up Survey. BIE refers to schools funded by the Bureau of Indian Education (BIE) which 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 Principal, BIE School Principal, Private School Principal Documentation Data Files," 2007-08; "Public School Principal Status, BIE School Principal Status, and Private School Principal Status Documentation Data Files," 2008-09.

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 principals files were evaluated for potential bias. Comparisons between the frame and respondent populations were made before and after the nonresponse weighting adjustments were applied in order to evaluate the extent to which the adjustments reduced or eliminated nonresponse bias. For results of, and detailed information on, this analysis, refer to chapter 6 of the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming). Due to the high response rates for the 2008-09 PFS, a bias analysis was not necessary for the follow-up survey.

Item response rate. The item response rate indicates the percentage of respondents who answered a given survey item. The weighted item response rate is produced by dividing the number of sampled cases responding to an item by the number of sampled cases eligible to answer the item and adjusting this rate by the base weight.⁵ The base weight for each sampled unit is the inverse of the probability of selection.

For the PFS, only a response to the principal's current occupational status is needed for an interview to be considered complete. Therefore, the item response rate of question 1 is the same as the unit response rate.

⁵ For the formula used to calculate the item response rate, see the *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. Most components of the weighting process employ weighting classes in the calculation of the weighting adjustment factors. Weighting classes allow differential adjustment factors to be computed for the same weighting component. This technique is especially useful when the computed factors are presumed to differ substantially, such as when patterns of nonresponse vary across subpopulations.

Because the PFS instrument was sent to all schools whose principals were interviewed in SASS, new weights were not calculated. Therefore, the 2007-08 SASS public, private, and BIE principal weights should be used when analyzing the public, private, and BIE principal status data files, respectively. This weight to be used on all principal status data files is AFNLWGT. For more information on SASS weighting, please refer to the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

Variance Estimation

In surveys with complex sample designs, such as SASS, direct estimates of sampling errors that assume a simple random sample will 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. Therefore, to accurately estimate variance, users must employ special calculations.

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; they were created using the same estimation procedures used for the full sample.

New replicate weights were not assigned to the 2008-09 PFS. Instead, the 2007-08 SASS public, private, and BIE principal replicate weights should be used when analyzing the public, private, and BIE principal status data files, respectively. These weights are AREPWT1-AREPWT88.

Reliability of Data

PFS 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 PFS 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.

Appendix C: Description of Variables

Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with “A” and are followed by four digits are survey variables from the 2007-08 Schools and Staffing Survey (SASS) principal questionnaires. For these variables, the numeric part of the variable name can be found in the SASS principal 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 National Center for Education Statistics (NCES) publications and have been added to the data files to facilitate data analysis. The only Principal Follow-up Survey (PFS) survey variable, “STATUS,” does not follow the naming convention of SASS. The definitions for the PFS survey variable and the PFS and SASS created variables follow table C-1.

Table C-1. Variables used in the Principal Attrition and Mobility: Results From the 2008-09 Principal Follow-up Survey report: 2008-09

Variable	Variable name in data file
Annual salary	A0249
Charter school identifier	CHARFLAG
Four-category principal status in 2008-09	STATUS_P4
Highest degree earned	A0032
Hours spent per week interacting with students	A0226
Hours spent per week on school related activities	A0225
I don't seem to have as much enthusiasm now as I did when I began my career as a principal	A0234
I like the way things are run in this district	A0231
I think about staying home from school because I'm just too tired to go	A0235
I think about transferring to another school	A0233
If I could get a higher paying job I'd leave education as soon as possible	A0232
Parent or guardian attended an open house or back-to-school night	A0153
Parent or guardian attended a parent-teacher conference	A0154
Parent or guardian attended a special subject event	A0155
Participated in professional development activities the past 12 months	A0034
Percentage of students in the school approved for National School Lunch Program	NSLAPP_S
Physical conflicts among students	A0140
Principal's age	AGE_P
Principal's influence on deciding how your school budget will be spent	A0089
Principal's influence on determining the content of in-service professional development programs for teachers of this school	A0060
Principal's influence on establishing curriculum at this school	A0053

See notes at end of table.

Table C-1. Variables used in the Principal Attrition and Mobility: Results From the 2008-09 Principal Follow-up Survey report:
2008-09—Continued

Variable	Variable name in data file
Principal's influence on evaluating teachers of this school	A0068
Principal's influence on hiring new full-time teachers of this school	A0075
Principal's influence on setting discipline policy at this school	A0082
Principal's influence on setting performance standards for students of this school	A0046
Principal's interview status	ISR_PF
Principal's race/ethnicity	RACETH_P
Principal's sex	A0240
Principal's status in 2008-09 school year (question 1)	STATUS
Represented under a meet-and-confer or collective bargaining agreement	A0228
Student bullying	A0148
Student disrespect for teachers	A0151
Student enrollment	SCHSIZE
The faculty and staff at this school like being here; I would describe them as a satisfied group	A0230
The stress and disappointments involved in serving as a principal at this school aren't really worth it	A0229
Three-category private school typology	RELIG
Three-category school level	SCHLEVEL
Total years of experience as a school principal	A0025
Total years of experience as a school principal at current school	A0026
Urban-centric school locale code	URBANS12

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal, BIE School Principal, and Private School Principal Data Files," 2007-08; "Public School Principal Status, BIE School Principal Status, and Private School Principal Status Data Files," 2008-09.

Charter school identifier (CHARFLAG): A SASS created 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.

Four-category principal status in 2008-09 (STATUS_P4): A PFS created variable. Respondents to the PFS are classified as stayers, movers, leavers, or other. 1 = stayer, 2 = mover, 3 = leaver, 4 = other. Stayers are 2007-08 principals who were principals in the same schools in 2008-09. Movers are 2007-08 principals who were principals in different schools in 2008-09. Leavers are 2007-08 principals who were no longer principals in 2008-09. "Other" includes principals who had left their 2007-08 school, but for whom it was not possible to determine a mover or leaver status in 2008-09.

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

Principal's age (AGE_P): A SASS created variable based on respondents' reported year of birth. AGE_P is a continuous variable that was created by subtracting the principals' reported years of birth (A0248) from the year of data collection (2007).

Principal interview status (ISR_PF): A PFS created variable for the interview status of the PFS respondent, which is an aggregation of the variable Principal's status in the 2008-09 school year (STATUS). Categories include: 1 = Interview and 2 = Noninterview. There were no out-of-scope cases in this survey.

Principal's race/ethnicity (RACETH_P): A SASS created variable based on respondents' reported race and ethnicity (A0241-A0246). The 2007-08 SASS allowed respondents to mark more than one racial category. Recoded into four categories for this report: Hispanic, regardless of race; White, non-Hispanic; Black, non-Hispanic; and Other. The category "Other" includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; or More than one race, non-Hispanic.

Principal's status in the 2008-09 school year (question 1) (STATUS): A PFS survey variable based on the status of the 2007-08 principal in the 2008-09 school year. This 34 level variable corresponds to question 1 on the principal status forms (see appendix D).

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

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

Three-category school level (SCHLEVEL): A SASS created variable taken from the public, private, and BIE school data files, SCHLEVEL is a three-category variable based on grades reported by the school: Elementary, secondary, and combined. Elementary

schools are those with any of grades K-6 and none of grades 9-12. Secondary schools have any of grades 7-12 and none of grades K-6. Combined schools are those schools with grade levels in both elementary and secondary grade levels, or with all students in ungraded classrooms.


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

Appendix D: 2008–09 Principal Status Forms

OMB No. 1825-0046 Approval Expires 03/31/10

<small>U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS</small>	<small>CONTACT TO: U.S. DEPARTMENT OF COMMERCE BUREAU OF ECONOMIC ANALYSIS U.S. CENSUS BUREAU</small>
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**SCHOOLS AND STAFFING SURVEY
PRINCIPAL STATUS FORM
(Regarding your school's 2007-2008 Principal)**


(Please correct any errors in school's name, address, and ZIP Code.)

**PRINCIPAL STATUS FORM
for
PUBLIC SCHOOLS**

Please return this form within 2 weeks in the enclosed envelope, or mail it to:

**U.S. CENSUS BUREAU
Attn: SPB/ISPS/ SAC
1201 E 10th STREET
JEFFERSONVILLE IN 47132-0001**

NOTICE

This survey is authorized by law (Title I, Part E, Sections 1513c) and 1531a) of Public Law 107-279, the Education Sciences Reform Act of 2002).

FORM SAAS-00402
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U.S. CENSUS BUREAU

The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's Principal last year.

1. Which of the following best describes the current occupational status of last year's Principal?
 Please mark (X) one box.

If this school had more than one Principal last year, mark (X) the one who was Principal on October 1, 2007.

If this school did not have a Principal last year, mark (X) here and return the form.

Still working as Principal of this school
 Still working as Principal of this school

Still working as a Principal, but not at this school
 Working as a Principal, but in a different public school

Is the principal's new school in the same District as this school?

Yes
 No
 Don't know

Working as a Principal, but in a private school
 Still working as a Principal, but not at this school – unknown if public or private

Still working in a K-12 school, but not as a Principal
 Working in this school, but not as Principal
 Working in a different public school, but not as Principal
 Working in a private school, but not as Principal
 Left school, still working in a K-12 school, but not as Principal – unknown if public or private

Still working in K-12 Education, but not in a K-12 school
 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator
 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator
 Working at a job associated with K-12 education, but not directly associated with any schools or school systems
 Still working in K-12 education, but not in a K-12 school – position unknown

Working at a job outside of K-12 Education
 Working at a job outside of K-12 education
 Left school, working – unknown if related to K-12 education

Other
 Retired – not working outside the home
 On leave (e.g., maternity/paternity, military, disability, sabbatical)
 Deceased
 Other – Specify _____
 Left school – status unknown

EDRS 3038-1000-1-08-2008

2. For some schools, we have a record of the name of last year's Principal (who may also be the current Principal).

Name we have: _____

Is this the name of the school's 2007-08 Principal, with first and last names in the right order and no nicknames?
 Yes
 No, this is not the name of the 2007-08 Principal OR there is no name above

What is the name of this school's 2007-08 Principal? (Please print)

Title _____

First Name _____

Middle Initial _____

Last Name _____

Suffix _____

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0040. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20302-4021. If you have comments or concerns about the content of this form, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1980 K Street, N.W., Washington, DC 20006-6021.


EDRS 3038-1000-2-08-2008

OMB No. 1850-0086; Approval Expires 5/28/2010

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

CONSULTANTS
U.S. DEPARTMENT OF COMMERCE
BUREAU OF ECONOMIC ANALYSIS
U.S. CENSUS BUREAU

SCHOOLS AND STAFFING SURVEY
SCHOOL HEAD/PRINCIPAL STATUS FORM
(Regarding your school's 2007-2008 School Head/Principal)


(Please correct any errors in school's name, address, and ZIP Code.)

SCHOOL HEAD/PRINCIPAL STATUS FORM
for
PRIVATE SCHOOLS

Please return this form within 2 weeks in the enclosed envelope, or mail it to:

U.S. CENSUS BUREAU
Attn: SP8/DSPU/S&D
1281 E 10th STREET
JEFFERSONVILLE IN 47132-0001

NOTICE → This survey is authorized by law (Title 1, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002).

Order SASS-300(7)
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U.S. CENSUS BUREAU

The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's School Head/Principal last year.

1. Which of the following best describes the current occupational status of last year's School Head/Principal?

Please mark (X) one box.

If this school had more than one School Head/Principal last year, think of the one who was School Head/Principal on October 1, 2007.

If this school did not have a School Head/Principal last year, mark (X) here and return the form.

S881 working as School Head/Principal of this school

S881 working as School Head/Principal of this school

S881 working as a Principal, but not at this school

Working as a Principal, but in a public school

Working as a Principal, but in a different private school

S881 working as a Principal, but not at this school -- unknown if public or private

S881 working in a K-12 school, but not as a Principal

Working in this school, but not as Principal

Working in a public school, but not as Principal

Working in a different private school, but not as Principal

Left school, still working in a K-12 school, but not as Principal -- unknown if public or private

S881 working in K-12 Education, but not in a K-12 school

Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

Working at a job associated with K-12 education, but not directly associated with any schools or school system

S881 working in K-12 education, but not in a K-12 school -- position unknown

Working at a job outside of K-12 Education

Working at a job outside of K-12 education

Left school, working -- unknown if related to K-12 education

Other

Retired -- not working outside the home

On leave (e.g., maternity/paternity, military, disability, sabbatical)

Deceased

Other -- Specify _____

Left school -- status unknown

2. For some schools, we have a record of the name of last year's School Head/Principal (who may also be the current School Head/Principal).

Name we have: _____

Is this the name of the school's 2007-08 School Head/Principal, with first and last names in the right order and no nicknames?

Yes

No, this is not the name of the 2007-08 School Head/Principal OR there is no name above

What is the name of this school's 2007-08 School Head/Principal? (Please print)

Title _____

First Name _____

Middle Initial _____

Last Name _____

Suffix _____

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4851. If you have comments or concerns about the content of this form, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1950 K Street, N.W., Washington, DC 20006-5611.