

Characteristics of Public and Private Elementary and Secondary School Teachers in the United States:

Results From the 2011–12 Schools and Staffing Survey

First Look

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Rebecca Goldring
Lucinda Gray
Amy Bitterman
Westat

Stephen Broughman
Project Officer
National Center for Education Statistics

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Content Contact

Stephen Broughman
(202) 502-7315
stephen.broughman@ed.gov

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Introduction

This report presents selected findings from the Public School Teacher and Private School Teacher Data Files of the 2011–12 Schools and Staffing Survey (SASS). SASS is a nationally representative sample survey of public¹ and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public schools are also part of SASS. Developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and conducted by the U.S. Census Bureau, SASS was first conducted in school year 1987–88. Since then, SASS has been conducted six times: in school years 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and, most recently, 2011–12.

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

The 2011–12 SASS uses a school-based sample of public and private schools. Because SASS uses a school-based sample design, districts, principals, and library media centers associated with public schools were included, as were principals associated with private schools. Teachers associated with a selected school were sampled from a teacher list provided by the school or district. The selected samples include about 11,000 traditional and charter public schools, public school principals, and public school library media centers; 5,800 public school districts; 51,100 public school teachers; 3,000 private schools and their principals; and 7,100 private school teachers. The samples were drawn to support estimates by geography, grade span, and charter school status for public schools, and by geography, grade span, and affiliation group for private schools for a wide range of topics. The reader is referred to the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming) for details about these estimation domains and their precision criteria.

The data were collected via mailed questionnaires with telephone and in-person field follow-up. The first questionnaires were mailed in October 2011, and data collection ended in June 2012. The weighted unit response rates varied from 65 percent for private school principals to 81 percent for public school districts. For information about response rates, bias analysis results, methodology, and design of the 2011–12 SASS, please see the technical notes of this report in appendix B or the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

The purpose of this First Look is to introduce new data through the presentation of tables containing descriptive information. Selected findings chosen for this report demonstrate the range of information available on the 2011–12 SASS Public School Teacher and Private School Teacher Data Files. The selected findings do not represent a complete review of all observed differences in the data and are not meant to emphasize any particular issue. This First Look report highlights findings from the SASS public and private school teacher surveys. Findings from the district, school, principal, and library media center data files will be presented in four companion First Look reports:

- *Characteristics of Public School Districts in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-311);
- *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-312);

¹ Public schools include traditional public and charter schools.

- *Characteristics of Public and Private Elementary and Secondary School Principals in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-313); and
- *Characteristics of Public Elementary and Secondary School Library Media Centers in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-315).

The tables in this report contain counts and percentages demonstrating bivariate relationships. All of the results have been weighted to reflect the sample design and to account for nonresponse and other adjustments. Comparisons drawn in the selected findings have been tested for statistical significance at the .05 level using Student's *t* statistics to ensure that the differences are larger than those that might be expected due to sampling variation. No adjustments were made for multiple comparisons. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Statistical Analysis Software (SAS 9.3) and SUDAAN (10.0) were used to compute the statistics for this report. Tables of standard errors are provided in appendix A. Detailed information about the survey methodology is provided in appendix B. Appendix C contains a description of the survey data files, and appendix D contains a description of the variables used in this report.

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

Selected Findings

- In the 2011–12 school year, there were an estimated 3,850,100 teachers in elementary and secondary schools in the United States (table 1). About 3,385,200 taught in public schools and about 464,900 taught in private schools.
- About 82 percent of all public school teachers were non-Hispanic White, 7 percent were non-Hispanic Black, and 8 percent were Hispanic (table 1). Among private school teachers, about 88 percent were non-Hispanic White, 4 percent were non-Hispanic Black, and 5 percent were Hispanic.
- The average age of teachers in traditional public schools (43 years) was greater than the average age of teachers in public charter schools (37 years) (table 2). The average age of teachers in private schools (44 years) was greater than the average age of teachers in all public schools (42 years).
- Overall, schools had a larger percentage of female teachers (76 percent) than male teachers (24 percent) (table 2). In public schools, a larger percentage of teachers were female in primary schools (89 percent) than in high schools (58 percent). In private schools, 86 percent of elementary school teachers were female and 56 percent of secondary school teachers were female.
- On average, both public and private school teachers had about 14 years of experience (table 3). On average, teachers in traditional public schools had more teaching experience (14 years) than teachers in public charter schools (9 years).
- The percentage of public school teachers with a master’s degree as their highest degree was larger in traditional public schools (48 percent) than in public charter schools (37 percent) and private schools (36 percent) (table 4).
- On average, regular full-time teachers in both public and private schools spent 52 hours per week on all school-related activities, including 31 hours per week that they were paid to deliver instruction to students during a typical full week (table 5). Both groups of teachers were required to work 38 hours per week to receive their base pay.
- In 2011–12, the average base salary of regular full-time teachers was higher in public schools (\$53,100) than in private schools (\$40,200) (table 6).² The percentage of regular full-time teachers who earned additional pay from their school system for extracurricular or additional activities during the school year was 42 percent in public schools and 29 percent in private schools. The average amount earned for these activities was \$2,500 for public school teachers and \$2,700 for private school teachers.
- The average class size for public school teachers of self-contained classes was 22 students in primary schools, 17 students in middle schools, and 18 students in high schools (table 7). For public school teachers of departmentalized classes, the average class size was 26 students in primary schools, 25 students in middle schools, and 24 students in high schools.
- In 2011–12, the percentage of teachers that participated in any professional development in the previous 12 months was 99 percent for public school teachers and 95 percent for private school teachers (table 8). About 85 percent of public school teachers and 67 percent of private school teachers participated in professional development focused on the subject(s) they taught.

² Average base salary is for the school year; summer earnings are not included. Teachers who reported a base salary of zero are excluded.

References

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Estimate Tables

Table 1. Total number of school teachers and percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	Total number of teachers	Percent of teachers by race/ethnicity						
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All schools	3,850,100	7.5	82.7	6.4	1.8	0.1	0.4	1.0
All public schools	3,385,200	7.8	81.9	6.8	1.8	0.1	0.5	1.0
School classification								
Traditional public	3,269,500	7.6	82.3	6.6	1.8	0.1	0.5	1.0
Charter school	115,600	13.1	69.9	11.8!	2.8	‡	0.6!	1.7!
Community type								
City	‡	‡	‡	‡	‡	‡	‡	‡
Suburban	1,098,400	7.6	83.6	5.7	1.5	‡	0.3!	1.2
Town	411,400	5.6	87.7	3.6	1.6!	0.1!	0.6	0.8
Rural	916,600	4.7	88.7	4.2	0.7	‡	0.8	0.8
School level								
Primary	1,626,800	8.7	81.2	7.1	1.7	‡	0.4	0.8
Middle	592,100	7.0	81.6	7.7	1.7	0.2!	0.4	1.3
High	961,300	6.8	83.6	5.6	2.1	0.2!	0.5!	1.2
Combined	205,000	7.4	80.9	7.9!	1.2!	‡	1.1	1.3
Student enrollment								
Less than 100	57,900	4.3!	84.5	7.1	1.4	#	‡	1.4!
100–199	103,600	4.3	88.0	5.0	1.0!	‡	1.0!	‡
200–499	1,022,200	5.2	84.4	7.0	1.7	‡	0.6	1.0
500–749	876,500	7.7	82.7	6.8	1.2!	0.2!	0.4!	0.9
750–999	495,200	10.9	78.4	7.1	2.2	‡	0.2!	1.2
1,000 or more	829,700	10.0	79.2	6.7	2.3	0.2!	0.5!	1.1
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	1,109,700	4.0	91.0	2.3	1.3	0.2!	0.2!	1.1
35–49	573,200	4.8	88.4	4.1	1.3	‡	0.5	0.8
50–74	881,000	7.4	82.2	7.2	1.4	0.1!	0.8!	0.9!
75 or more	757,400	16.5	63.0	15.2	3.2	0.2!	0.7	1.2
School did not participate in free or reduced-price lunch program	63,900	4.4!	86.2	5.3!	2.6!	‡	‡	1.2!

See notes at end of table.

Table 1. Total number of school teachers and percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Total number of teachers	Percent of teachers by race/ethnicity						
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All private schools	464,900	5.2	88.3	3.6	1.8	‡	‡	0.8
School classification								
Catholic	143,100	6.3	87.6	3.9	1.3!	‡	‡	0.7!
Other religious	‡	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡	‡	‡
Community type								
City	197,300	6.0	86.5	4.4	2.3	‡	‡	0.6!
Suburban	‡	‡	‡	‡	‡	‡	‡	‡
Town	27,200	‡	94.1	‡	‡	#	‡	‡
Rural	‡	‡	‡	‡	‡	‡	‡	‡
School level								
Elementary	201,000	7.1	85.6	4.3	2.2	‡	‡	0.6!
Secondary	72,000	3.4!	88.8	4.4	‡	‡	‡	1.0!
Combined	‡	‡	‡	‡	‡	‡	‡	‡
Student enrollment								
Less than 100	‡	‡	‡	‡	‡	‡	‡	‡
100–199	‡	‡	‡	‡	‡	‡	‡	‡
200–499	177,800	5.6	89.6	2.7	1.7	‡	#	0.4!
500–749	50,600	5.4!	88.5	3.6!	‡	‡	‡	‡
750 or more	‡	‡	‡	‡	‡	‡	‡	‡

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate) or the response rate is below 50 percent.

NOTE: Black includes African American and Hispanic includes Latino. Teachers include both full-time and part-time teachers. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table 2. Average and median age of school teachers and percentage distribution of teachers, by age category, sex, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	Average age of teachers	Median age of teachers	Age category				Sex	
			Less than 30 years	30–49 years	50–54 years	55 years or more	Male	Female
All schools	42.6	41.2	15.5	53.3	11.6	19.7	23.9	76.1
All public schools	42.4	41.0	15.3	54.0	11.9	18.8	23.7	76.3
School classification								
Traditional public	42.6	41.2	14.7	54.1	12.1	19.1	23.6	76.4
Charter school	37.4	34.2	31.0	51.5	6.8	10.7	25.1	74.9
Community type								
City	‡	‡	‡	‡	‡	‡	‡	‡
Suburban	42.2	40.6	15.0	55.4	10.8	18.8	23.0	77.0
Town	42.4	41.3	15.2	53.9	12.8	18.1	24.2	75.8
Rural	42.3	41.0	15.4	54.7	12.0	17.9	24.5	75.5
School level								
Primary	42.4	41.0	14.9	54.3	12.3	18.5	10.7	89.3
Middle	42.2	40.8	15.5	55.1	11.4	18.0	27.4	72.6
High	42.6	41.1	15.1	53.7	11.6	19.6	41.7	58.3
Combined	42.1	40.7	18.8	50.4	10.8	20.0	31.2	68.8
Student enrollment								
Less than 100	43.9	43.4	15.5	47.3	12.8	24.5	32.1	67.9
100–199	43.7	42.8	14.6	50.5	12.6	22.4	26.2	73.8
200–499	42.3	41.1	16.4	53.2	11.6	18.8	17.6	82.4
500–749	42.4	41.0	15.2	54.7	12.9	17.2	18.1	81.9
750–999	42.3	40.7	14.6	54.3	11.3	19.8	22.7	77.3
1,000 or more	42.4	40.8	14.5	55.1	11.3	19.0	36.8	63.2
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	42.5	41.3	15.3	54.4	11.8	18.5	25.0	75.0
35–49	42.5	41.2	15.0	54.8	11.7	18.6	25.8	74.2
50–74	42.4	40.7	15.0	53.8	12.5	18.8	21.8	78.2
75 or more	42.2	40.6	16.0	53.3	11.4	19.2	21.5	78.5
School did not participate in free or reduced-price lunch program	43.1	41.6	14.0	52.0	12.7!	21.4	32.4	67.6

See notes at end of table.

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Table 2. Average and median age of school teachers and percentage distribution of teachers, by age category, sex, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Average age of teachers	Median age of teachers	Age category				Sex	
			Less than 30 years	30–49 years	50–54 years	55 years or more	Male	Female
All private schools	43.8	42.7	16.7	47.8	9.5	25.9	25.2	74.8
School classification								
Catholic	45.3	45.7	17.0	40.2	11.6	31.2	21.5	78.5
Other religious	‡	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡	‡	‡
Community type								
City	44.1	42.9	15.2	48.2	10.1	26.4	27.1	72.9
Suburban	‡	‡	‡	‡	‡	‡	‡	‡
Town	44.3	43.3	18.8	43.8	8.4!	28.9	18.9	81.1
Rural	‡	‡	‡	‡	‡	‡	‡	‡
School level								
Elementary	44.4	43.5	17.8	42.8	11.2	28.2	14.0	86.0
Secondary	44.3	43.6	16.2	46.2	10.4	27.2	44.4	55.6
Combined	‡	‡	‡	‡	‡	‡	‡	‡
Student enrollment								
Less than 100	‡	‡	‡	‡	‡	‡	‡	‡
100–199	‡	‡	‡	‡	‡	‡	‡	‡
200–499	44.4	44.0	15.8	46.6	10.8	26.8	21.7	78.3
500–749	44.3	44.2	14.9	48.1	8.7	28.3	31.9	68.1
750 or more	‡	‡	‡	‡	‡	‡	‡	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate) or the response rate is below 50 percent.

NOTE: Teachers include both full-time and part-time teachers. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table 3. Percentage distribution of school teachers based on years of teaching experience, average total years of teaching experience, percentage distribution of teachers based on years teaching at current school, and average years teaching at current school, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Years of teaching experience				Average years teaching	Years teaching at current school ¹				Average years at current school
	Less than 4 years	4–9 years	10–14 years	15 or more years		Less than 4 years	4–9 years	10–14 years	15 or more years	
All schools	11.9	28.4	20.3	39.4	13.8	35.9	31.2	15.7	17.2	8.0
All public schools	11.3	28.6	20.9	39.3	13.8	35.4	31.8	15.8	17.0	8.0
School classification										
Traditional public	10.7	28.2	21.0	40.1	14.0	34.4	31.9	16.1	17.5	8.1
Charter school	26.3	39.9	16.9	16.9	8.7	62.6	28.0	6.9	2.5	3.6
Community type										
City	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Suburban	9.7	29.1	22.3	38.9	13.8	32.0	33.0	18.2	16.9	8.2
Town	12.2	26.6	18.7	42.5	14.2	34.2	29.3	15.2	21.2	8.8
Rural	11.6	26.7	20.8	40.9	14.0	35.7	30.9	14.8	18.6	8.3
School level										
Primary	10.5	28.2	20.7	40.6	14.0	35.0	32.5	15.6	16.9	7.9
Middle	11.5	28.8	21.2	38.6	13.6	35.8	32.5	15.9	15.8	7.7
High	11.3	28.8	21.8	38.1	13.7	34.1	31.2	16.8	17.9	8.3
Combined	16.2	30.0	16.8	37.0	13.0	43.0	26.5	12.6	18.0	7.7
Student enrollment										
Less than 100	16.1	27.9	20.2	35.7	13.4	46.3	24.8	12.4	16.5	7.2
100–199	14.3	23.6	18.5	43.7	14.5	39.0	25.8	13.5	21.7	8.7
200–499	11.3	28.0	19.7	41.1	14.0	36.5	29.2	15.1	19.2	8.2
500–749	11.8	27.0	21.6	39.7	13.9	35.1	31.6	16.3	17.0	7.9
750–999	10.7	30.6	20.1	38.6	13.6	35.1	35.3	15.7	13.9	7.5
1,000 or more	10.4	30.4	22.3	36.9	13.5	33.2	34.2	16.8	15.7	7.9
Percent of K–12 students who were approved for free or reduced-price lunches										
0–34	9.3	26.2	22.7	41.8	14.4	30.8	33.0	17.8	18.4	8.6
35–49	10.5	27.0	20.2	42.3	14.4	33.7	30.5	16.2	19.6	8.5
50–74	11.8	29.8	19.2	39.3	13.7	37.3	30.3	15.1	17.3	7.9
75 or more	13.9	31.6	20.6	33.9	12.7	40.7	32.7	13.7	12.9	6.8
School did not participate in free or reduced-price lunch program	14.8	31.8	19.8	33.6	12.8	41.1	32.8	11.7	14.4	7.0

See notes at end of table.

Table 3. Percentage distribution of school teachers based on years of teaching experience, average total years of teaching experience, percentage distribution of teachers based on years teaching at current school, and average years teaching at current school, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Years of teaching experience				Average years teaching	Years teaching at current school ¹				Average years at current school
	Less than 4 years	4–9 years	10–14 years	15 or more years		Less than 4 years	4–9 years	10–14 years	15 or more years	
All private schools	16.1	27.3	16.6	40.0	14.2	39.4	27.4	14.7	18.5	8.3
School classification										
Catholic	13.8	25.3	15.9	45.0	15.6	35.9	26.5	15.0	22.6	9.5
Other religious	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Community type										
City	14.4	26.4	17.4	41.7	14.5	38.0	25.5	16.1	20.4	8.6
Suburban	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Town	18.1	23.5	14.8	43.5	15.3	40.6	23.1	14.8	21.4	9.2
Rural	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
School level										
Elementary	16.1	26.9	16.7	40.3	14.6	39.8	28.0	13.4	18.9	8.4
Secondary	14.7	25.8	18.8	40.7	15.0	35.2	25.9	17.1	21.8	9.3
Combined	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Student enrollment										
Less than 100	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
100–199	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
200–499	13.7	26.5	17.7	42.1	14.7	36.3	26.7	16.9	20.1	8.9
500–749	12.0	25.7	21.3	41.0	15.0	32.1	31.4	15.9	20.7	9.4
750 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

‡ Reporting standards not met. The response rate is below 50 percent.

¹ Based on the school year the teacher started teaching at the current school. Caution should be used in comparing to the 2007–08 survey results because 2007–08 teachers were instructed, “If you had a break in service of one year or more, please report the year that you returned to this school,” whereas no such instruction was given in the 2011–12 survey.

NOTE: Teachers include both full-time and part-time teachers. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher and Private School Teacher Data Files,” 2011–12.

Table 4. Percentage distribution of school teachers, by highest degree earned, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	No bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree ¹
All schools	4.4	40.9	46.2	8.5
All public schools	3.8	39.9	47.7	8.7
School classification				
Traditional public	3.8	39.4	48.0	8.8
Charter school	4.1	52.3	37.3	6.3
Community type				
City	‡	‡	‡	‡
Suburban	3.3	34.7	52.2	9.8
Town	3.8	44.0	45.0	7.2
Rural	4.6	45.5	42.3	7.6
School level				
Primary	3.2	41.2	47.3	8.4
Middle	3.5	38.8	48.5	9.2
High	4.8	36.8	49.6	8.8
Combined	5.1	46.9	39.4	8.6
Student enrollment				
Less than 100	4.7	49.1	36.9	9.3
100–199	5.2	48.8	39.3	6.7
200–499	3.2	40.5	48.5	7.9
500–749	3.7	40.1	47.3	8.8
750–999	3.3	41.6	46.4	8.8
1,000 or more	4.7	36.1	49.5	9.7
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	3.5	33.3	54.1	9.1
35–49	4.1	39.5	47.3	9.1
50–74	3.9	46.0	42.1	8.1
75 or more	3.5	42.9	45.2	8.4
School did not participate in free or reduced-price lunch program	9.0	36.3	45.5	9.2

See notes at end of table.

Table 4. Percentage distribution of school teachers, by highest degree earned, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	No bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree ¹
All private schools	8.4	48.5	35.8	7.3
School classification				
Catholic	5.8	51.7	36.5	6.1
Other religious	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡
Community type				
City	8.5	44.9	38.7	7.9
Suburban	‡	‡	‡	‡
Town	10.3	53.7	29.7	6.3!
Rural	‡	‡	‡	‡
School level				
Elementary	8.4	52.8	32.7	6.1
Secondary	5.4	40.9	45.0	8.7
Combined	‡	‡	‡	‡
Student enrollment				
Less than 100	‡	‡	‡	‡
100–199	‡	‡	‡	‡
200–499	5.1	48.5	39.0	7.5
500–749	‡	46.7	40.7	5.8
750 or more	‡	‡	‡	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate) or the response rate is below 50 percent.

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

NOTE: Teachers include both full-time and part-time teachers. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table 5. Number and percentage of teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Number of regular full-time teachers ¹	Percent of teachers who are regular full-time teachers ¹	Average hours per week		
			Required to work to receive base pay during a typical full week	Paid to deliver instruction to a class of students ²	Total hours spent on all teaching and other school-related activities during a typical full week ³
All schools	3,507,700	91.1	37.9	30.8	52.2
All public schools	3,139,200	92.7	37.9	30.8	52.2
School classification					
Traditional public	3,034,000	92.8	37.8	30.7	52.2
Charter school	105,200	91.0	39.4	32.0	53.5
Community type					
City	‡	‡	‡	‡	‡
Suburban	1,016,900	92.6	37.5	30.2	51.9
Town	382,900	93.1	38.5	31.3	52.2
Rural	853,000	93.1	38.3	31.1	52.6
School level					
Primary	1,478,300	90.9	37.8	31.5	51.8
Middle	559,100	94.4	37.9	30.2	52.0
High	913,000	95.0	37.9	29.8	53.0
Combined	188,800	92.1	38.4	31.3	51.8
Student enrollment					
Less than 100	49,200	84.9	38.0	31.7	50.3
100–199	91,700	88.5	38.6	31.8	51.8
200–499	926,100	90.6	37.9	31.1	52.0
500–749	807,600	92.1	37.8	30.9	52.1
750–999	468,600	94.6	38.1	30.8	52.4
1,000 or more	796,200	96.0	37.8	30.0	52.7
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	1,012,500	91.2	37.6	29.9	52.3
35–49	532,600	92.9	38.0	30.6	52.3
50–74	830,200	94.2	38.1	31.3	52.4
75 or more	708,900	93.6	37.8	31.6	51.8
School did not participate in free or reduced-price lunch program	55,000	86.2	38.5	31.3	52.2

See notes at end of table.

Table 5. Number and percentage of teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Number of regular full-time teachers ¹	Percent of teachers who are regular full-time teachers ¹	Average hours per week		
			Required to work to receive base pay during a typical full week	Paid to deliver instruction to a class of students ²	Total hours spent on all teaching and other school-related activities during a typical full week ³
All private schools	368,400	79.2	38.3	30.9	52.1
School classification					
Catholic	118,100	82.5	37.8	31.0	52.7
Other religious	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡
Community type					
City	157,900	80.0	38.3	30.7	51.9
Suburban	‡	‡	‡	‡	‡
Town	20,700	76.2	37.6	31.4	51.6
Rural	‡	‡	‡	‡	‡
School level					
Elementary	157,900	78.6	38.1	31.5	51.4
Secondary	55,000	76.4	37.9	29.3	52.6
Combined	‡	‡	‡	‡	‡
Student enrollment					
Less than 100	‡	‡	‡	‡	‡
100–199	‡	‡	‡	‡	‡
200–499	146,500	82.4	38.1	30.5	52.6
500–749	41,900	82.8	38.8	30.0	53.0
750 or more	‡	‡	‡	‡	‡

‡ Reporting standards not met. The response rate is below 50 percent.

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

² Hours paid to deliver instruction to a class of students in this school is a portion of hours per week required to work for regular base pay.

³ Includes hours spent during the school day, before and after school, and on weekends.

NOTE: Detail may not sum totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table 6. Among regular full-time school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Average base teaching salary of regular full-time teachers	Average school year earnings from all sources ¹	Salary supplements							
			Extracurricular or additional activities in same school system		Additional compensation based on students' performance		Other school system sources (state supplement, etc.)		Job outside the school system	
			Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount
All schools	\$51,700	\$53,700	40.4	\$2,500	4.0	\$1,400	7.3	\$2,100	16.5	\$4,900
All public schools	53,100	55,100	41.8	2,500	4.4	1,400	7.9	2,100	16.1	4,800
School classification										
Traditional public	53,400	55,400	42.0	2,500	4.0	1,400	8.0	2,100	16.1	4,800
Charter school	44,500	46,300	34.9	2,000	15.8	1,300	5.8	1,900	16.5	4,900
Community type										
City	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Suburban	58,500	60,500	42.4	2,800	4.0	1,400	6.6	1,900	15.6	4,300
Town	47,800	49,900	43.6	2,600	3.0	1,100	7.4	1,900	16.3	4,900
Rural	47,100	49,400	44.3	2,500	3.7	1,400	10.0	2,100	16.3	5,300
School level										
Primary	52,800	54,000	31.0	1,500	4.1	1,300	7.6	1,700	12.9	4,000
Middle	53,400	55,800	49.9	2,600	4.4	1,400	8.2	2,300	17.3	4,900
High	54,500	57,700	53.9	3,400	4.4	1,600	8.7	2,500	20.6	5,300
Combined	47,000	49,500	44.2	2,800	6.8	1,100!	6.7	2,400	16.6	6,000
Student enrollment										
Less than 100	45,800	47,900	30.3	2,600	2.8	1,100	8.8	2,300!	19.6	5,100
100–199	46,000	48,100	43.2	2,400	4.9	2,000	5.8	2,000	16.3	5,100
200–499	51,900	53,600	39.2	2,200	2.7	1,400	6.7	2,100	14.6	4,800
500–749	52,600	54,300	38.7	2,000	4.9	1,300	8.1	1,900	15.1	4,700
750–999	53,000	54,900	40.7	2,300	5.0	1,500	9.7	1,800	15.3	4,300
1,000 or more	56,200	59,100	49.2	3,400	5.5	1,500	8.5	2,400	19.2	5,100
Percent of K–12 students who were approved for free or reduced-price lunches										
0–34	57,200	59,400	45.4	2,700	2.6	1,300	6.3	2,300	17.4	4,600
35–49	51,700	53,900	44.4	2,800	4.4	1,200	8.0	2,300	16.8	4,200
50–74	49,700	51,600	39.7	2,300	4.9	1,400	9.8	1,900	14.8	5,400
75 or more	52,000	53,900	37.7	2,200	6.5	1,500	8.2	1,900	15.0	4,900
School did not participate in free or reduced-price lunch program	54,800	57,300	36.6	3,300	4.7!	1,700!	6.2	2,100	20.3	5,400

See notes at end of table.

Table 6. Among regular full-time school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Average base teaching salary of regular full-time teachers	Average school year earnings from all sources ¹	Salary supplements							
			Extracurricular or additional activities in same school system		Additional compensation based on students' performance		Other school system sources (state supplement, etc.)		Job outside the school system	
			Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount
All private schools	\$40,200	\$41,900	28.9	\$2,700	0.5!	\$1,100!	1.8	\$2,000!	19.6	\$5,400
School classification										
Catholic	39,700	41,300	31.1	2,800	‡	2,000!	2.0!	‡	18.5	5,100
Other religious	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Community type										
City	44,800	46,700	29.3	3,000	‡	1,400	1.6!	1,500	19.2	6,000
Suburban	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Town	30,000	31,200	20.8	1,200	‡	2,500	‡	‡	18.4	5,600
Rural	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
School level										
Elementary	37,200	38,400	19.7	1,900	0.8!	800!	1.9!	‡	18.8	4,800
Secondary	46,800	49,200	46.6	3,400	‡	1,900!	2.6!	1,500!	22.3	6,300
Combined	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Student enrollment										
Less than 100	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
100–199	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
200–499	41,300	43,000	29.6	2,600	0.6!	‡	1.8!	1,700	19.7	5,300
500–749	45,000	47,000	45.2	2,700	‡	2,000	‡	‡	22.2	6,900
750 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate) or the response rate is below 50 percent.

¹ Average earnings from all sources is defined as the weighted mean of the amount that regular full-time teachers earned from all sources during the school year. It does not include income from a retirement pension.

NOTE: For average base salary, teachers who reported zero are excluded from the table. Summer earnings are not included. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table 7. Average class size in public primary schools, middle schools, high schools, and schools with combined grades, by classroom type and selected school characteristics: 2011–12

Selected school characteristic	Primary schools		Middle schools		High schools		Combined grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All public schools	21.6	26.2	16.7	25.5	17.7	24.2	16.6	19.0
School classification								
Traditional public	21.6	26.2	16.7	25.5	17.6	24.2	15.3	18.2
Charter school	22.5	26.9	21.9	24.0	23.7	22.2	22.6	22.7
Community type								
City	‡	‡	‡	‡	‡	‡	‡	‡
Suburban	22.0	28.7	15.9	26.1	17.1	25.3	17.1	21.7
Town	21.3	27.4	16.1	24.1	21.3	22.1	13.3	17.5
Rural	20.8	23.1	17.8	25.1	15.4	22.4	16.7	17.5
Student enrollment								
Less than 100	14.1	10.3	21.7	16.4	19.8	11.5	11.1	10.7
100–199	18.3	18.3	22.3	20.2	17.1	15.0	11.6	11.1
200–499	21.0	25.9	16.6	23.4	16.0	19.6	16.4	17.9
500–749	22.5	28.9	17.5	25.4	23.3!	22.1	18.9	20.0
750 or more	22.4	23.9	14.3	26.2	19.1	22.8	20.2	24.1
1,000 or more	22.1	31.7	17.1	27.3	16.6	26.5	22.0	24.8
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	23.1	27.3	17.5	26.3	16.5	24.7	16.7	19.5
35–49	21.3	27.2	19.1	25.8	15.8	24.4	18.3	19.9
50–74	20.2	24.3	15.9	25.1	20.0	23.7	15.9	18.8
75 or more	21.8	27.5	15.7	24.2	19.2	23.7	15.7	18.1
School did not participate in free or reduced-price lunch program	20.3	16.9	12.0!	23.8	18.4	19.9	18.8	19.1

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The response rate is below 50 percent.

NOTE: Self-contained classes are defined as instruction to the same group of students all or most of the day in multiple subjects, and departmentalized instruction is defined as instruction to several classes of different students most or all of the day in one or more subjects. Among all public school teachers, 27 percent teach self-contained classes in primary schools, 1 percent in middle schools, 1 percent in high schools, and 1 percent in combined schools; 7 percent teach departmentalized classes in primary schools, 14 percent in middle schools, 25 percent in high schools, and 4 percent in combined schools; 14 percent teach other types of classes, such as elementary subject specialist classes, team-taught classes, and “pull-out” or “push-in” classes in primary schools, 3 percent in middle schools, 2 percent in high schools, and 1 percent in combined schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12.

Table 8. Percentage of teachers who participated in various types of professional development in the past 12 months, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Percent of teachers who participated in professional development focused on							
	Any professional development	Content of subject(s) taught	Uses of computers for instruction	Reading instruction	Student discipline and classroom management	Teaching students with disabilities	Teaching limited-English proficient students or English-language learners	Other
All schools	98.5	82.7	65.8	53.3	42.1	36.2	24.3	35.2
All public schools	99.0	84.8	67.2	56.7	42.5	37.4	26.8	35.7
School classification								
Traditional public	99.0	85.1	67.6	56.7	42.2	37.3	26.7	35.7
Charter school	98.3	78.0	55.7	55.5	52.1	41.4	29.6	35.6
Community type								
City	‡	‡	‡	‡	‡	‡	‡	‡
Suburban	99.2	85.9	69.3	56.1	40.1	37.1	25.8	36.1
Town	99.0	82.0	66.9	56.3	41.7	36.4	21.6	35.4
Rural	98.7	82.2	67.0	52.4	41.7	37.3	18.3	34.4
School level								
Primary	99.4	91.2	68.3	70.7	44.7	35.9	30.4	36.8
Middle	98.9	81.3	66.6	47.9	43.0	40.2	26.9	33.5
High	98.5	77.7	66.3	40.4	37.7	36.8	22.2	35.6
Combined	98.5	78.0	64.1	47.4	46.2	44.4	18.7	34.2
Student enrollment								
Less than 100	98.1	79.3	62.1	49.5	52.2	45.0	16.0	35.0
100–199	97.7	80.0	62.4	50.2	47.4	41.1	15.3	33.3
200–499	99.1	86.7	66.0	64.0	45.3	38.5	22.8	35.9
500–749	99.2	86.8	67.3	60.9	41.1	35.0	28.9	36.1
750–999	99.2	85.4	70.9	55.9	43.9	37.9	33.2	37.1
1,000 or more	98.7	81.1	67.3	45.1	38.5	37.3	27.7	34.8
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	99.0	84.0	68.7	52.2	36.5	36.4	19.6	36.3
35–49	99.0	83.4	67.5	54.3	40.2	36.0	21.7	35.2
50–74	99.0	85.3	66.8	57.6	45.4	38.0	29.3	36.0
75 or more	99.0	86.8	65.7	65.2	50.2	39.0	38.8	35.1
School did not participate in free or reduced-price lunch program	98.3	82.5	62.3	42.3	37.3	41.1	19.7	35.2

See notes at end of table.

Table 8. Percentage of teachers who participated in various types of professional development in the past 12 months, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Percent of teachers who participated in professional development focused on							
	Any professional development	Content of subject(s) taught	Uses of computers for instruction	Reading instruction	Student discipline and classroom management	Teaching students with disabilities	Teaching limited-English proficient students or English-language learners	Other
All private schools	94.7	67.0	55.2	28.6	38.9	27.7	6.6	31.6
School classification								
Catholic	97.5	73.4	67.0	33.0	37.5	26.3	6.1	34.8
Other religious	‡	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	‡	‡	‡	‡	‡	‡	‡	‡
Community type								
City	95.2	69.4	56.9	28.2	37.2	27.7	7.0	32.1
Suburban	‡	‡	‡	‡	‡	‡	‡	‡
Town	95.7	62.3	48.2	33.2	43.9	24.2	4.6!	32.4
Rural	‡	‡	‡	‡	‡	‡	‡	‡
School level								
Elementary	95.6	71.8	57.2	36.5	42.0	28.9	5.6	34.9
Secondary	93.9	65.0	59.1	13.2	28.2	21.5	6.7	27.4
Combined	‡	‡	‡	‡	‡	‡	‡	‡
Student enrollment								
Less than 100	‡	‡	‡	‡	‡	‡	‡	‡
100–199	‡	‡	‡	‡	‡	‡	‡	‡
200–499	97.1	72.5	62.1	29.3	36.0	25.2	5.3	33.6
500–749	98.3	66.9	69.2	27.2	41.5	36.9	7.5!	31.0
750 or more	‡	‡	‡	‡	‡	‡	‡	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The response rate is below 50 percent.

NOTES: Teachers include both full-time and part-time teachers. Teachers were asked about professional development participation during the 12 months prior to responding to the Schools and Staffing Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Total number of school teachers and percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	Total number of teachers	Percent of teachers by race/ethnicity						
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All schools	44,670	0.32	0.48	0.25	0.19	0.04	0.07	0.10
All public schools	41,420	0.37	0.53	0.31	0.21	0.04	0.08	0.11
School classification								
Traditional public	38,610	0.36	0.47	0.24	0.21	0.04	0.09	0.11
Charter school	7,410	1.90	4.80	5.48	0.81	†	0.24	0.57
Community type								
City	†	†	†	†	†	†	†	†
Suburban	31,320	0.71	0.82	0.43	0.28	†	0.11	0.28
Town	14,380	0.78	1.11	0.64	0.71	0.05	0.16	0.21
Rural	21,820	0.63	0.84	0.45	0.15	†	0.17	0.15
School level								
Primary	20,100	0.69	0.90	0.41	0.42	†	0.10	0.20
Middle	8,450	0.50	0.74	0.50	0.29	0.09	0.07	0.19
High	25,920	0.53	0.68	0.42	0.27	0.09	0.18	0.15
Combined	21,350	1.22	2.75	3.09	0.47	†	0.29	0.31
Student enrollment								
Less than 100	8,610	1.79	3.33	1.91	0.41	†	†	0.48
100–199	6,270	1.05	1.61	1.16	0.40	†	0.30	†
200–499	21,070	0.60	0.88	0.54	0.44	†	0.13	0.26
500–749	23,230	0.85	1.03	0.58	0.40	0.08	0.14	0.20
750–999	20,710	1.29	1.68	1.41	0.61	†	0.05	0.27
1,000 or more	29,070	0.80	1.05	0.58	0.36	0.11	0.22	0.17
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	20,800	0.35	0.51	0.30	0.27	0.07	0.07	0.17
35–49	17,180	0.68	1.01	0.74	0.36	†	0.12	0.14
50–74	23,540	0.72	0.88	0.61	0.35	0.04	0.26	0.28
75 or more	25,830	1.37	1.38	1.03	0.62	0.09	0.15	0.26
School did not participate in free or reduced-price lunch program	6,920	1.50	2.72	2.02	1.03	†	†	0.41

See notes at end of table.

Table A-1. Standard errors for Table 1: Total number of school teachers and percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Total number of teachers	Percent of teachers by race/ethnicity						
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All private schools	11,150	0.51	0.69	0.54	0.31	†	†	0.19
School classification								
Catholic	4,060	1.06	1.11	0.78	0.43	†	†	0.32
Other religious	†	†	†	†	†	†	†	†
Nonsectarian	†	†	†	†	†	†	†	†
Community type								
City	9,630	1.06	1.27	0.65	0.63	†	†	0.21
Suburban	†	†	†	†	†	†	†	†
Town	2,860	†	2.30	†	†	†	†	†
Rural	†	†	†	†	†	†	†	†
School level								
Elementary	7,990	0.75	0.99	0.68	0.55	†	†	0.21
Secondary	6,510	1.07	1.73	0.86	†	†	†	0.48
Combined	†	†	†	†	†	†	†	†
Student enrollment								
Less than 100	†	†	†	†	†	†	†	†
100–199	†	†	†	†	†	†	†	†
200–499	9,240	0.93	1.07	0.56	0.37	†	†	0.13
500–749	6,680	1.65	1.98	1.21	†	†	†	†
750 or more	†	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table A-2. Standard errors for Table 2: Average and median age of school teachers and percentage distribution of teachers, by age category, sex, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	Average age of teachers	Median age of teachers	Age category				Sex	
			Less than 30 years	30–49 years	50–54 years	55 years or more	Male	Female
All schools	0.16	0.21	0.44	0.53	0.26	0.50	0.42	0.42
All public schools	0.15	0.20	0.44	0.59	0.30	0.49	0.49	0.49
School classification								
Traditional public	0.15	0.20	0.44	0.56	0.32	0.48	0.51	0.51
Charter school	0.78	1.16	3.82	4.77	1.78	2.61	2.81	2.81
Community type								
City	†	†	†	†	†	†	†	†
Suburban	0.25	0.34	0.78	0.91	0.59	0.84	0.92	0.92
Town	0.35	0.55	1.02	1.48	1.12	0.98	0.86	0.86
Rural	0.22	0.31	0.71	0.79	0.49	0.81	0.72	0.72
School level								
Primary	0.24	0.37	0.72	1.04	0.57	0.78	0.61	0.61
Middle	0.24	0.31	0.70	0.77	0.52	0.74	0.66	0.66
High	0.25	0.31	0.63	0.78	0.53	0.71	0.74	0.74
Combined	0.48	0.72	2.35	2.87	1.20	1.57	1.56	1.56
Student enrollment								
Less than 100	0.72	1.45	2.27	3.10	2.26	2.73	2.48	2.48
100–199	0.59	0.95	1.97	1.95	1.53	1.93	2.30	2.30
200–499	0.26	0.34	0.73	0.97	0.67	0.80	0.69	0.69
500–749	0.24	0.39	0.82	1.19	0.72	0.90	0.78	0.78
750–999	0.47	0.75	1.73	1.86	1.07	1.33	1.48	1.48
1,000 or more	0.27	0.33	0.70	0.91	0.58	0.93	0.96	0.96
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	0.18	0.24	0.56	0.95	0.58	0.60	0.81	0.81
35–49	0.39	0.60	0.91	1.21	0.77	1.25	0.99	0.99
50–74	0.23	0.33	0.76	1.04	0.73	0.80	0.91	0.91
75 or more	0.38	0.57	1.25	1.61	0.90	1.21	1.15	1.15
School did not participate in free or reduced-price lunch program	0.96	1.98	2.32	3.26	4.06	2.65	2.64	2.64

See notes at end of table.

Table A-2. Standard errors for Table 2: Average and median age of school teachers and percentage distribution of teachers, by age category, sex, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Average age of teachers	Median age of teachers	Age category				Sex	
			Less than 30 years	30–49 years	50–54 years	55 years or more	Male	Female
All private schools	0.55	0.84	1.48	1.24	0.63	1.45	1.33	1.33
School classification								
Catholic	0.83	1.09	2.05	1.36	0.96	2.60	1.45	1.45
Other religious	†	†	†	†	†	†	†	†
Nonsectarian	†	†	†	†	†	†	†	†
Community type								
City	0.64	1.04	1.68	1.65	0.94	2.24	1.95	1.95
Suburban	†	†	†	†	†	†	†	†
Town	1.31	1.95	3.46	4.23	2.57	4.20	3.49	3.49
Rural	†	†	†	†	†	†	†	†
School level								
Elementary	0.58	0.85	1.42	1.30	0.91	1.56	1.18	1.18
Secondary	0.93	1.27	2.68	2.28	1.37	3.16	2.79	2.79
Combined	†	†	†	†	†	†	†	†
Student enrollment								
Less than 100	†	†	†	†	†	†	†	†
100–199	†	†	†	†	†	†	†	†
200–499	0.69	0.90	1.83	2.21	1.03	2.02	1.75	1.75
500–749	1.12	2.12	3.90	3.84	1.67	3.12	4.75	4.75
750 or more	†	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table A-3. Standard errors for Table 3: Percentage distribution of school teachers based on years of teaching experience, average total years of teaching experience, percentage distribution of teachers based on years teaching at current school, and average years teaching at current school, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Years of teaching experience				Average years teaching	Years teaching at current school				Average years at current school
	Less than 4 years	4–9 years	10–14 years	15 or more years		Less than 4 years	4–9 years	10–14 years	15 or more years	
All schools	0.42	0.46	0.47	0.70	0.14	0.53	0.53	0.32	0.36	0.08
All public schools	0.36	0.52	0.51	0.68	0.12	0.65	0.59	0.35	0.36	0.08
School classification										
Traditional public	0.36	0.53	0.51	0.65	0.11	0.63	0.59	0.37	0.37	0.08
Charter school	2.47	3.96	2.21	4.73	0.69	3.04	2.57	1.31	0.74	0.35
Community type										
City	†	†	†	†	†	†	†	†	†	†
Suburban	0.55	0.88	0.75	0.96	0.18	0.97	1.08	0.73	0.64	0.13
Town	0.95	1.32	1.03	1.68	0.31	1.30	1.24	1.00	1.04	0.21
Rural	0.51	0.85	0.81	0.96	0.16	1.01	0.90	0.62	0.71	0.15
School level										
Primary	0.58	1.02	0.91	1.07	0.18	1.01	0.96	0.68	0.69	0.15
Middle	0.61	0.63	0.80	1.03	0.21	0.91	0.83	0.60	0.69	0.14
High	0.46	0.66	0.71	0.94	0.18	0.74	0.69	0.54	0.74	0.14
Combined	1.40	1.95	1.36	2.03	0.34	2.59	1.63	0.99	1.78	0.44
Student enrollment										
Less than 100	1.49	3.36	3.29	3.27	0.66	3.45	3.04	1.70	2.36	0.55
100–199	1.79	2.10	1.85	2.49	0.53	2.23	2.24	1.67	1.78	0.40
200–499	0.76	1.03	0.84	1.09	0.20	1.03	0.93	0.77	0.81	0.16
500–749	0.78	1.13	0.99	1.22	0.24	1.07	1.10	0.82	0.82	0.17
750–999	1.20	1.92	1.38	1.99	0.42	2.64	1.85	1.31	1.10	0.29
1,000 or more	0.62	0.87	0.80	1.07	0.19	1.00	0.93	0.66	0.78	0.16
Percent of K–12 students who were approved for free or reduced-price lunches										
0–34	0.55	0.77	0.66	0.74	0.14	0.78	0.92	0.51	0.66	0.12
35–49	0.74	1.10	1.01	1.40	0.28	1.20	1.09	0.81	0.99	0.19
50–74	0.61	1.10	0.88	1.14	0.21	1.28	1.11	0.93	0.80	0.19
75 or more	0.92	1.37	1.31	1.58	0.27	1.45	1.39	0.96	0.91	0.17
School did not participate in free or reduced-price lunch program	2.11	2.89	2.79	4.82	0.96	4.28	3.95	1.50	2.68	0.54

See notes at end of table.

Table A-3. Standard errors for Table 3: Percentage distribution of school teachers based on years of teaching experience, average total years of teaching experience, percentage distribution of teachers based on years teaching at current school, and average years teaching at current school, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Years of teaching experience					Average years teaching	Years teaching at current school				Average years at current school
	Less than 4 years	4–9 years	10–14 years	15 or more years	Less than 4 years		4–9 years	10–14 years	15 or more years		
All private schools	1.87	0.98	1.19	1.67	0.51	2.00	1.30	0.98	1.33	0.39	
School classification											
Catholic	2.26	1.62	1.27	3.65	0.89	2.99	1.60	1.21	2.03	0.60	
Other religious	†	†	†	†	†	†	†	†	†	†	
Nonsectarian	†	†	†	†	†	†	†	†	†	†	
Community type											
City	1.83	1.49	1.93	2.14	0.60	2.78	2.46	1.91	1.93	0.45	
Suburban	†	†	†	†	†	†	†	†	†	†	
Town	4.39	3.40	3.31	4.09	1.26	4.91	3.01	3.58	4.36	1.15	
Rural	†	†	†	†	†	†	†	†	†	†	
School level											
Elementary	1.75	1.59	1.04	1.95	0.58	1.83	1.32	0.85	1.24	0.36	
Secondary	2.72	2.28	1.81	3.36	0.91	3.65	2.14	2.84	3.31	0.81	
Combined	†	†	†	†	†	†	†	†	†	†	
Student enrollment											
Less than 100	†	†	†	†	†	†	†	†	†	†	
100–199	†	†	†	†	†	†	†	†	†	†	
200–499	2.38	1.78	1.64	2.49	0.60	2.95	1.83	1.24	1.95	0.56	
500–749	3.32	3.66	4.81	4.09	0.94	4.98	5.30	4.32	3.29	0.84	
750 or more	†	†	†	†	†	†	†	†	†	†	

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table A-4. Standard errors for Table 4: Percentage distribution of school teachers, by highest degree earned, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	No bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree
All schools	0.24	0.52	0.52	0.24
All public schools	0.24	0.52	0.57	0.28
School classification				
Traditional public	0.25	0.51	0.57	0.27
Charter school	0.99	4.22	4.37	1.45
Community type				
City	†	†	†	†
Suburban	0.35	0.98	1.09	0.62
Town	0.57	1.50	1.44	0.61
Rural	0.45	1.01	1.11	0.45
School level				
Primary	0.39	0.87	0.95	0.50
Middle	0.26	0.68	0.57	0.57
High	0.41	0.81	0.82	0.48
Combined	0.79	2.50	2.77	0.94
Student enrollment				
Less than 100	1.03	3.28	2.74	1.81
100–199	1.00	2.46	2.24	0.91
200–499	0.36	0.99	1.02	0.58
500–749	0.54	1.20	1.26	0.64
750–999	0.45	1.66	1.80	0.92
1,000 or more	0.42	0.96	0.97	0.52
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	0.37	0.86	0.89	0.45
35–49	0.47	1.17	1.30	0.64
50–74	0.39	1.23	1.20	0.56
75 or more	0.61	1.51	1.62	0.60
School did not participate in free or reduced-price lunch program	1.40	3.93	3.46	1.92

See notes at end of table.

Table A-4. Standard errors for Table 4: Percentage distribution of school teachers, by highest degree earned, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	No bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree
All private schools	1.07	1.37	1.16	0.58
School classification				
Catholic	0.70	1.83	1.85	0.75
Other religious	†	†	†	†
Nonsectarian	†	†	†	†
Community type				
City	2.44	2.22	1.91	1.04
Suburban	†	†	†	†
Town	2.46	4.34	4.91	2.39
Rural	†	†	†	†
School level				
Elementary	0.72	1.47	1.53	0.72
Secondary	1.16	2.99	2.28	1.39
Combined	†	†	†	†
Student enrollment				
Less than 100	†	†	†	†
100–199	†	†	†	†
200–499	0.72	1.97	2.36	0.92
500–749	†	4.57	4.49	1.35
750 or more	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table A-5. Standard errors for Table 5: Number and percentage of teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Number of regular full-time teachers	Percent of teachers who are regular full-time teachers	Average hours per week		
			Required to work to receive base pay during a typical full week	Paid to deliver instruction to a class of students	Total hours spent on all teaching and other school-related activities during a typical full week
All schools	40,970	0.34	0.06	0.06	0.11
All public schools	38,340	0.32	0.06	0.06	0.11
School classification					
Traditional public	36,790	0.31	0.06	0.06	0.12
Charter school	6,430	2.68	0.51	0.41	0.52
Community type					
City	†	†	†	†	†
Suburban	30,460	0.53	0.10	0.13	0.19
Town	13,340	0.70	0.15	0.14	0.25
Rural	21,060	0.42	0.09	0.09	0.18
School level					
Primary	21,940	0.58	0.09	0.09	0.20
Middle	8,390	0.29	0.09	0.09	0.15
High	24,460	0.24	0.08	0.09	0.14
Combined	17,890	1.60	0.30	0.23	0.34
Student enrollment					
Less than 100	6,680	2.67	0.34	0.36	0.56
100–199	5,570	1.47	0.35	0.36	0.56
200–499	19,920	0.59	0.13	0.10	0.22
500–749	23,530	0.78	0.12	0.10	0.24
750–999	19,860	0.72	0.21	0.17	0.31
1,000 or more	27,830	0.31	0.08	0.10	0.20
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	19,450	0.50	0.09	0.10	0.13
35–49	16,270	0.60	0.10	0.12	0.30
50–74	22,910	0.48	0.12	0.12	0.22
75 or more	23,680	0.81	0.22	0.17	0.31
School did not participate in free or reduced-price lunch program	5,860	2.63	0.31	0.48	0.65

See notes at end of table.

Table A-5. Standard errors for Table 5: Number and percentage of teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Number of regular full-time teachers	Percent of teachers who are regular full-time teachers	Average hours per week		
			Required to work to receive base pay during a typical full week	Paid to deliver instruction to a class of students	Total hours spent on all teaching and other school-related activities during a typical full week
All private schools	10,950	1.38	0.18	0.19	0.26
School classification					
Catholic	4,120	1.20	0.23	0.25	0.38
Other religious	†	†	†	†	†
Nonsectarian	†	†	†	†	†
Community type					
City	9,510	2.57	0.24	0.27	0.44
Suburban	†	†	†	†	†
Town	2,540	3.90	0.45	0.53	0.66
Rural	†	†	†	†	†
School level					
Elementary	6,380	1.52	0.25	0.19	0.36
Secondary	4,760	5.00	0.38	0.42	0.58
Combined	†	†	†	†	†
Student enrollment					
Less than 100	†	†	†	†	†
100–199	†	†	†	†	†
200–499	7,350	1.67	0.23	0.32	0.41
500–749	5,380	4.89	0.80	0.55	0.87
750 or more	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table A-6. Standard errors for Table 6: Among regular full-time school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Average base teaching salary of regular full-time teachers	Average school year earnings from all sources	Salary supplements							
			Extracurricular or additional activities in same school system		Additional compensation based on students' performance		Other school system sources (state supplement, etc.)		Job outside the school system	
			Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount
All schools	210	230	0.50	70	0.22	80	0.28	100	0.36	160
All public schools	210	230	0.53	70	0.23	80	0.31	100	0.39	170
School classification										
Traditional public	200	220	0.55	70	0.26	90	0.31	100	0.40	170
Charter school	1,500	1,480	3.05	440	2.74	130	1.12	360	2.34	740
Community type										
City	†	†	†	†	†	†	†	†	†	†
Suburban	430	460	1.09	140	0.43	140	0.53	150	0.65	190
Town	430	450	1.43	100	0.55	190	0.72	170	0.93	470
Rural	240	260	1.07	80	0.42	150	0.71	140	0.61	390
School level										
Primary	320	350	0.96	110	0.41	160	0.46	130	0.67	290
Middle	290	320	0.95	80	0.41	130	0.39	170	0.64	320
High	370	370	0.77	100	0.36	110	0.56	150	0.61	250
Combined	740	720	2.34	220	1.50	330	0.99	420	1.64	1,050
Student enrollment										
Less than 100	840	990	2.97	690	0.60	230	2.05	820	2.52	790
100–199	630	650	2.69	160	1.01	360	1.05	390	1.81	620
200–499	420	440	1.17	130	0.28	150	0.50	190	0.72	350
500–749	390	400	1.16	70	0.68	220	0.73	140	0.85	370
750–999	570	610	1.69	200	0.65	190	1.08	150	1.05	330
1,000 or more	470	490	0.98	110	0.50	110	0.60	190	0.72	320
Percent of K–12 students who were approved for free or reduced-price lunches										
0–34	360	380	0.90	100	0.25	120	0.46	160	0.63	220
35–49	460	480	1.05	130	0.56	130	0.68	200	0.93	220
50–74	380	400	1.03	90	0.62	170	0.74	140	0.72	410
75 or more	540	570	1.29	180	0.72	190	0.72	240	1.17	450
School did not participate in free or reduced-price lunch program	1,800	1,840	3.68	520	2.16	550	1.24	600	2.73	800

See notes at end of table.

Table A-6. Standard errors for Table 6: Among regular full-time school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Average base teaching salary of regular full-time teachers	Average school year earnings from all sources	Salary supplements							
			Extracurricular or additional activities in same school system		Additional compensation based on students' performance		Other school system sources (state supplement, etc.)		Job outside the school system	
			Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount
All private schools	730	770	1.30	170	0.18	320	0.48	620	1.08	370
School classification										
Catholic	660	720	1.79	250	†	720	0.68	†	1.45	440
Other religious	†	†	†	†	†	†	†	†	†	†
Nonsectarian	†	†	†	†	†	†	†	†	†	†
Community type										
City	1,440	1,480	1.75	310	†	400	0.63	450	1.59	550
Suburban	†	†	†	†	†	†	†	†	†	†
Town	1,130	1,320	3.66	260	†	#	†	†	3.49	1,530
Rural	†	†	†	†	†	†	†	†	†	†
School level										
Elementary	450	480	1.31	160	0.38	370	0.83	†	1.18	550
Secondary	1,010	1,350	3.17	450	†	650	1.07	650	2.72	640
Combined	†	†	†	†	†	†	†	†	†	†
Student enrollment										
Less than 100	†	†	†	†	†	†	†	†	†	†
100–199	†	†	†	†	†	†	†	†	†	†
200–499	850	920	2.14	250	0.22	†	0.75	340	1.61	500
500–749	2,450	2,930	3.91	370	†	#	†	†	3.49	1,550
750 or more	†	†	†	†	†	†	†	†	†	†

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Table A-7. Standard errors for Table 7: Average class size in public primary schools, middle schools, high schools, and schools with combined grades, by classroom type and selected school characteristics: 2011–12

Selected school characteristic	Primary schools		Middle schools		High schools		Combined grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All public schools	0.18	0.76	0.71	0.18	1.21	0.20	0.82	0.54
School classification								
Traditional public	0.19	0.78	0.72	0.19	1.23	0.20	0.48	0.47
Charter school	0.61	2.41	6.53	1.67	4.98	0.76	3.31	1.90
Community type								
City	†	†	†	†	†	†	†	†
Suburban	0.32	1.67	1.25	0.30	1.46	0.30	1.92	1.58
Town	0.37	2.37	1.68	0.40	3.20	0.37	1.46	2.19
Rural	0.37	0.93	1.41	0.40	1.10	0.43	0.46	0.53
Student enrollment								
Less than 100	1.18	1.03	1.87	1.37	4.44	0.72	1.51	1.61
100–199	0.66	1.02	1.99	1.11	2.65	0.62	0.73	0.55
200–499	0.26	1.04	1.20	0.35	1.33	0.56	0.85	0.44
500–749	0.35	1.76	1.38	0.29	7.56	0.53	1.07	1.01
750 or more	0.53	1.58	1.34	0.36	3.34	0.44	1.68	3.31
1,000 or more	0.91	3.70	2.34	0.51	1.15	0.19	3.37	0.92
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	0.34	1.21	1.64	0.30	1.19	0.26	1.11	1.02
35–49	0.32	1.71	1.68	0.36	1.57	0.34	3.65	1.06
50–74	0.29	1.22	1.48	0.39	3.42	0.39	0.90	0.72
75 or more	0.45	1.91	1.49	0.47	3.22	0.67	1.11	0.91
School did not participate in free or reduced-price lunch program	1.03	2.36	3.94	1.29	3.28	1.32	2.25	3.75

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data File," 2011–12.

Table A-8. Standard errors for Table 8: Percentage of teachers who participated in various types of professional development in the past 12 months, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Percent of teachers who participated in professional development focused on							
	Any professional development	Content of subject(s) taught	Uses of computers for instruction	Reading instruction	Student discipline and classroom management	Teaching students with disabilities	Teaching limited-English proficient students or English-language learners	Other
All schools	0.11	0.34	0.50	0.51	0.52	0.54	0.54	0.50
All public schools	0.09	0.34	0.52	0.61	0.57	0.60	0.59	0.56
School classification								
Traditional public	0.08	0.32	0.52	0.59	0.56	0.61	0.56	0.58
Charter school	0.58	3.17	3.57	3.82	3.32	3.17	4.65	4.41
Community type								
City	†	†	†	†	†	†	†	†
Suburban	0.12	0.58	1.03	0.91	1.01	0.99	1.01	1.07
Town	0.21	0.93	1.38	1.46	1.30	1.45	1.31	1.30
Rural	0.17	0.64	0.88	1.11	0.96	0.85	0.78	0.94
School level								
Primary	0.13	0.56	0.95	0.93	0.98	1.04	1.00	0.99
Middle	0.15	0.53	0.91	0.86	0.85	0.80	0.76	0.78
High	0.19	0.68	0.74	0.74	0.62	0.69	0.93	0.72
Combined	0.34	1.63	2.50	2.35	2.16	2.00	3.10	2.63
Student enrollment								
Less than 100	0.70	2.28	2.88	2.83	3.76	3.18	2.42	2.97
100–199	0.72	1.97	2.47	2.11	2.07	2.34	1.84	2.21
200–499	0.15	0.71	1.06	1.01	1.16	1.06	0.96	0.88
500–749	0.15	0.69	1.17	1.06	1.31	0.98	1.23	1.09
750–999	0.16	0.96	1.94	1.76	1.58	1.72	1.65	2.01
1,000 or more	0.20	0.69	0.85	1.01	0.91	0.88	1.00	0.80
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	0.11	0.54	0.85	0.86	0.93	0.91	0.73	0.82
35–49	0.19	0.71	1.33	1.24	1.16	1.00	1.08	1.14
50–74	0.20	0.70	1.09	1.33	1.13	1.18	1.20	1.08
75 or more	0.21	0.77	1.42	1.49	1.49	1.34	1.56	1.38
School did not participate in free or reduced-price lunch program	0.64	2.02	3.47	3.77	3.80	3.16	2.37	2.68

See notes at end of table.

Table A-8. Standard errors for Table 8: Percentage of teachers who participated in various types of professional development in the past 12 months, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Percent of teachers who participated in professional development focused on							
	Any professional development	Content of subject(s) taught	Uses of computers for instruction	Reading instruction	Student discipline and classroom management	Teaching students with disabilities	Teaching limited-English proficient students or English-language learners	Other
All private schools	0.59	1.39	1.58	1.20	1.40	1.24	0.75	1.22
School classification								
Catholic	0.44	1.47	1.87	1.67	2.12	1.87	0.84	1.90
Other religious	†	†	†	†	†	†	†	†
Nonsectarian	†	†	†	†	†	†	†	†
Community type								
City	0.97	1.85	2.58	2.19	2.41	2.19	1.51	1.63
Suburban	†	†	†	†	†	†	†	†
Town	1.40	4.55	4.84	4.02	4.92	3.40	1.44	3.98
Rural	†	†	†	†	†	†	†	†
School level								
Elementary	0.52	1.51	1.51	1.53	1.84	1.95	0.63	1.58
Secondary	1.65	2.42	4.12	1.67	2.23	2.05	1.50	1.94
Combined	†	†	†	†	†	†	†	†
Student enrollment								
Less than 100	†	†	†	†	†	†	†	†
100–199	†	†	†	†	†	†	†	†
200–499	0.66	2.20	2.26	1.82	2.14	1.73	0.86	2.00
500–749	0.99	4.25	4.81	4.33	5.84	5.35	3.08	3.89
750 or more	†	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Appendix B: Methodology and Technical Notes

Overview of the Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and is conducted by the U.S. Census Bureau. SASS is a nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public schools are also part of SASS. SASS has been conducted seven times: in school years 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12.

The 2011–12 SASS consisted of questionnaires for five types of respondents: school districts (public), schools (public and private), principals (public and private), teachers (public and private), and school library media centers (public). Modified versions of the public school principal, public school, and public school teacher questionnaires that incorporated wording and questions appropriate for private school settings were sent to private schools. Charter schools and schools in single-school districts received a modified public school questionnaire that included both district and school items.

For public schools, information can be linked across teachers and their principals, schools, library media centers, and districts. For private schools, information can be linked across teachers and their principals and schools. For the content of the questionnaires, see <http://nces.ed.gov/surveys/sass/questionnaire.asp>. Appendix C of this report provides information about how the SASS data files used to produce this report were created.

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

The teacher survey was designed to support comparisons between new and experienced teachers (3 years or less of experience vs. more than 3 years of experience) at the state level for public school teachers and at the regional or affiliation strata level for private school teachers.

This appendix includes information on all components of SASS. For additional information on the specific SASS-related topics discussed in this appendix, consult the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming) or the *User’s Manual for the 2011–12 Schools and Staffing Survey Volumes 1–6* (Goldring et al. 2013). To access additional general information on SASS or for electronic copies of the questionnaires, go to the SASS home page (<http://nces.ed.gov/surveys/sass>).

Sampling Frames and Sample Selection

Public schools. The starting point for the 2011–12 SASS public school sampling frame was the preliminary 2009–10 Common Core of Data (CCD) Nonfiscal School Universe data file.¹ 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

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

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 that case, they were treated as different schools if they had different administrators (i.e., principal or school head).

The SASS 2011–12 universe of schools is confined to the 50 states plus the District of Columbia and excludes the other jurisdictions, Department of Defense overseas schools, Bureau of Indian Education schools, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. This last group includes schools that are essentially administrative units that may oversee entities that provide classroom instruction or may only provide funding and oversight.

The SASS definition of a school is generally similar to the CCD definition, with some exceptions. 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 reported separately on CCD is the same. Thus, 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. 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 alternative, special education, or juvenile justice facilities in California, Pennsylvania, and New York.² For a detailed list of frame modifications, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming). After deleting, collapsing, and adding school records, the SASS public school sampling frame consisted of about 90,530 traditional public schools and 5,080 public charter schools.

SASS uses a stratified, probability proportionate to size (PPS) sample (for an explanation of PPS sampling, see Cochran, 1977). The first level of stratification was school type: (1) schools in a subset of the states where counties are the school districts (Florida, Maryland, Nevada, and West Virginia) so that each of these districts had school(s) selected; (2) public charter schools; and (3) all other traditional public schools. The second-level stratification was state and school district for type 1 schools, and states or groups of states for type 2 and 3 schools. Each of the school types was then stratified by grade level (elementary, secondary, and combined for public charter schools; primary, middle, high, and combined for traditional public schools). Within each stratum, schools were sorted prior to sampling by state, community type (12 categories), collapsed ZIP code, percent free or reduced-price lunch (2 categories), highest grade in the school, percent minority enrollment (4 categories), and enrollment. 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 sampling frame development. If a school's measure of size was greater than the sampling interval, the school was included in the sample with certainty. Each stratum was assigned a sample size to meet the defined precision goals of the survey. For example, for public primary schools, the goal was 15 percent or lower for coefficient of variation (CV) for national, regional, and state estimates for key characteristics. These sampling procedures resulted in a total public school sample of about 10,250 traditional public schools and 750 public charter schools.

Private schools. The 2011–12 SASS private school frame was based on the 2009–10 Private School Universe Survey (PSS) as updated for the 2011–12 PSS.³ That update is conducted prior to each

² In the 2007–08 SASS, records for Career Technical Centers (CTCs) were added to the frame because they were believed to be underrepresented in CCD. In 2011–12 SASS, special handling of CTCs was not deemed necessary. However, CTCs listed in CCD that met the SASS eligibility criteria were included on the SASS sampling frame.

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

administration of PSS by collecting membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection; these area frame schools were included in the SASS sample survey with certainty. Schools with kindergarten as the highest grade level were deleted from the frame to fit the SASS definition. After these changes, the private school sampling frame consisted of about 28,490 private schools.

Private schools were stratified by affiliation strata, grade level (elementary, secondary, and combined), and Census region (Northeast, Midwest, South, and West). The 11 affiliation strata included 3 strata for Catholic (parochial, diocesan, and private); Baptist; Jewish; Lutheran; Seventh-day Adventist; other religious; and 3 strata for nonsectarian (regular, special emphasis, and special education). Within each stratum, private schools in the list frame were sorted prior to sampling by: state, highest grade in the school, community type (12 categories), ZIP code, and enrollment. The measure of size and PPS procedures described for public schools were used for private schools as well. Of the 3,000 private schools sampled for the 2011–12 SASS, about 2,750 were from the list frame and about 250 were from the 2009–10 PSS area frame.

Public school districts. Since the SASS sample design calls for schools to be selected first, the public school district sample consists of the districts that were associated with the schools in the public school sample. This provides the linkage between the district and the school. In Florida, Maryland, Nevada, and West Virginia, school sampling was done in such a way that all districts were taken with certainty. About 5,800 public school districts were pulled into the sample by being associated with sampled public schools.

Teachers. Teachers are defined as staff members who teach regularly scheduled classes to students in any of grades K–12. Teacher Listing Forms (i.e., teacher rosters) were collected from sampled schools and districts, primarily by mail, and compiled at the Census Bureau. This compilation was done on an ongoing basis throughout the roster collection period. Along with the names of teachers, sampled schools were asked to provide information about each teacher’s teaching experience (1st year, 2–3 years, 4–19 years, and 20 or more years), teaching status (full or part time), and subject matter taught (special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other).

Sampling was also done on an ongoing basis throughout the roster collection period. The Census Bureau first stratified teachers into four teacher strata: (1) beginning teachers (in their first year of teaching); (2) early-career teachers (in their second or third years of teaching), (3) mid-career teachers (in their 4th through 19th years of teaching), and (4) experienced teachers (in their 20th or later years of teaching). Beginning and early-career teachers were oversampled to improve the survey estimates for this subpopulation. Teachers within a school were sorted by the teacher stratum code, the subject matter taught, and the teacher line number code. The teacher line number is a unique number assigned to identify the individual within the teacher list. Within each teacher stratum in each school, teachers were selected systematically with equal probability.

So that a school would not be overburdened by sampling too large a proportion of its teachers, the maximum number of teachers per school was set at 20. About 20 percent of the eligible public schools and 28 percent of the eligible private schools did not provide teacher lists that could be used for sampling teachers. For these schools, no teachers were selected. About 51,100 public schools teachers and 7,100 private school teachers were sampled.

Principals. The principal of each sampled school was selected. About 14,000 school principals were sampled (10,250 traditional public school principals, 750 public charter school principals, and 3,000 private school principals).

Library media centers. A library media center in each sampled public school was also selected. Private schools were not included in the library media center survey. About 10,250 traditional public school and 750 public charter school library media centers were sampled.

For details on sampling at all levels, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

Data Collection Procedures

In 2011–12, SASS employed a mail-based survey approach with subsequent telephone and in-person field follow-up. Prior to the beginning of data collection, research applications were submitted to public school districts that required applications to conduct research in their schools. Starting in June 2011, all districts were contacted by telephone to verify or collect the information about the district and sampled school(s) needed for data collection, identify the best person to receive the district questionnaire, and determine if the district would provide an electronic teacher list for sampled school(s). Survey packages were mailed to districts in October 2011.⁴ Follow-up was conducted sequentially by mail, telephone, and in person to districts that did not provide the requested questionnaire and/or teacher list.

In preparation for school-level data collection, advance letters were mailed to the sampled schools in June 2011 to verify their addresses. School packages were mailed in October 2011.⁵ Next, schools were telephoned using a computer-assisted telephone-interviewing instrument to verify school information, establish a survey coordinator (who became the main contact person at the school for subsequent communication), and follow up on the Teacher Listing Form if the school district had not already provided an electronic teacher list. Teacher questionnaires were mailed to schools on a flow basis as teachers were sampled on an ongoing basis from the data provided on the Teacher Listing Form or electronic teacher list. The field follow-up period was preceded by phone calls from the telephone centers to remind the survey coordinators to have staff complete and return all forms. Individual survey respondents (principal, librarian, and teachers) were also called from the telephone centers and asked to complete the questionnaire by phone. Data collection ended in June 2012.

Data Processing and Imputation

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

⁴ The SASS district package contained a cover letter, the School District Questionnaire, and postage-paid return envelope. Districts that indicated they would provide electronic list(s) of teachers for their selected school(s) received a letter that explained the purpose of the teacher list and provided instructions for uploading the file. In districts with only one school, the school received the Public School Questionnaire (With District Items) in lieu of the School District Questionnaire and School Questionnaire.

⁵ The SASS school package contained a cover letter to the principal, a cover letter to the survey coordinator, the Teacher Listing Form if the district could not provide it, the Public School Principal Questionnaire or Private School Principal Questionnaire, the Public School Questionnaire or Public School Questionnaire (With District Items) or Private School Questionnaire, the School Library Media Center Questionnaire (for public schools only), postage-paid return envelopes, and the *Statistical Abstract of the United States: 2011 CD*.

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

was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

After the final edits were run, cases with “not-answered” values for items remained. Values were imputed using two main approaches. Donor respondent methods, such as hot-deck imputation, were used. If no suitable donor case could be matched, the few remaining items were imputed using mean or mode from groups of similar cases to impute a value to the item with missing data. After each stage of imputation, computer edits were run again to verify that the imputed data were consistent with the existing questionnaire data. If that was not the case, an imputed value was blanked out by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Edit and imputation flags, indicating which edit or imputation method was used, were assigned to each relevant survey variable. For further information, see the sections on data processing and imputation in the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted SASS unit response rate was produced by dividing the weighted number of respondents who completed questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection).⁷ Table B-1 summarizes the weighted unit response rates for each survey type. Because response rates vary between surveys, it is possible to not have information for all the components related to a particular school. For example, it is possible that a district does not have a corresponding school record or there may not be a principal record for every school.

Table B-1. Weighted unit and overall response rates using initial base weight, by survey: 2011–12

Survey	Unit response rate (percent)	Overall response rate (percent)
Public School Teacher Listing Form	79.6	†
Private School Teacher Listing Form	71.6	†
Public School District	80.6	†
Public School	72.5	†
Private School	65.7	†
Public School Principal	72.7	†
Private School Principal	64.7	†
Public School Teacher	77.7	61.8
Private School Teacher	69.9	50.1
Public School Library Media Center	72.9	†

† Not applicable.

NOTE: Response rates were weighted using the inverse of the probability of selection (initial base weight).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Teacher Listing Forms; Public School District, Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, Private School Teacher, and Public School Library Media Center Documentation Data Files,” 2011–12.

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

Overall response rates. The overall response rate represents the response rate to the survey taking into consideration each stage of the survey. For teachers, the overall response rate is calculated as the product of the response rate to two stages: the Teacher Listing Form and the teacher questionnaire.⁸ The weighted overall response rate using the initial base weight for public school teachers was 61.8 percent; and for private school teachers, 50.1 percent. For the other surveys, the overall and unit response rates are the same since these surveys have only one sampling stage.

Unit nonresponse bias analysis. Because the *NCES Statistical Standards* (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, all SASS files were evaluated for potential bias. For each survey, national-level estimates were first examined for potential bias. For public schools, principals, teachers, and library media centers, these national-level estimates were evaluated within charter and noncharter schools. Next, the base-weighted⁹ unit response rate was calculated by state or affiliation strata depending on the sector (public and private, respectively). If the base-weighted response rate for any state or affiliation stratum was below 85 percent, a detailed comparison of respondents to the frame population was conducted by examining characteristics. These characteristics were teaching subject, community type, and school level for public school teachers; teaching subject, school level, and region for private school teachers. A difference between the frame and respondent population was considered noteworthy if the difference was statistically significant and the following three conditions were met:

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

As shown in table B-1, the weighted response rate using the initial base weight was 80.6 percent for public school districts. The weighted response rate using the initial base weight was 72.5 percent for public schools and 65.7 percent for private schools. The weighted response rate using the initial base weight was 72.7 percent for public school principals and 64.7 percent for private school principals. The weighted response rate using the initial base weight for the teacher listing form was 79.6 for public schools and 71.6 for private schools. The weighted questionnaire response rate using the initial base weight for the teacher survey was 77.7 percent for public school teachers and 69.9 percent for private school teachers. The weighted response rate using the initial base weight was 72.9 percent for public school library media centers.

Given the low overall response rates for both public and private school teachers, a decision was reached to consider all significant differences observed in the comparisons conducted for the nonresponse bias analysis (i.e., disregarding the three conditions articulated above).

A comparison between the frame and the base-weighted estimates for the public school Teacher Listing Form showed evidence of bias in 8 percent of the characteristics compared at the national level and in 16 percent of the characteristics compared at the state level. A comparison between the frame and the base-weighted estimates for the public school teacher estimates showed evidence of bias in 6 percent of the characteristics compared at the national level and in 11 percent of the characteristics compared at the state level. For the private school Teacher Listing Form, a comparison between the frame and the base-

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

⁹ Unit nonresponse bias analysis was conducted using the base weight, defined as the product of the initial base weight (the inverse of the probability of selection) and the sampling adjustment factor. The sampling adjustment factor is an adjustment that accounts for circumstances that affect the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior high school merge to become a junior/senior high school).

weighted estimates showed evidence of bias in 7 percent of the characteristics compared at the national level and in 10 percent of the characteristics compared at the affiliation level; and a comparison between the frame and the base-weighted estimates for the private school teacher estimates showed evidence of bias in 8 percent of the characteristics compared at the national level and in 9 percent of the characteristics compared at the affiliation level.

Nonresponse adjustments were designed to reduce or eliminate bias. When the estimates computed using the nonresponse-adjusted weights were compared to the frame estimates for the public school Teacher Listing Form, the estimates show that in the set of national estimates, bias remained in 4 percent of the characteristics compared, but in the state-level estimates, 15 percent were significantly biased after nonresponse adjustments were applied to the weights. The same comparison for the public school teacher data showed that after nonresponse adjustments were applied to the weights, the percentage of estimates with measurable bias decreased to 2 percent at the national level but remained at 9 percent at the state level. For the private school Teacher Listing Form, when the estimates computed using the nonresponse-adjusted weights were compared to the frame estimates, the estimates showed that in the set of national estimates, bias remained in 2 percent of the characteristics compared, but in the affiliation-level estimates, 9 percent were significantly biased after nonresponse adjustments were applied to the weights. The same comparison for the private school teacher data showed that after nonresponse adjustments were applied to the weights, the percentage of estimates with measurable bias decreased to 3 percent at the national level but remained at 9 percent at the affiliation level.

These analyses of nonresponse bias were limited to variables used in sampling; however, much more information is available at the universe level for the schools, districts for the sampled schools, and teachers. Given the extent of nonresponse in the overall response rates for teachers, NCES is taking a conservative approach of not publishing estimates where the overall response rate falls below 50 percent until such time as more extensive nonresponse bias analyses can be conducted using the more complete set of information available on the schools and districts in which the teachers work. For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted SASS item response rate is calculated by dividing the weighted number of respondents who provided an answer to an item by the weighted number of respondents who were eligible to answer that item.¹⁰ Table B-2 provides a brief summary of the weighted item response rates for each questionnaire.

For the public school teacher data, four of the survey items used in this report have item response rates less than 85 percent. This includes three of the items used to calculate average class size for teachers in departmentalized instruction (T0137, T0138, and T0139) with item response rates of 83, 81, and 78 percent, respectively. In addition, the amount of salary supplement from additional compensation based on students' performance (T0512) has an item response rate of 83 percent.

For the private school teacher data, five of the survey items used in this report have item response rates less than 85 percent. This includes two of the items used to calculate average class size for teachers in departmentalized instruction (T0138 and T0139) with item response rates of 85 (rounded) and 80 percent, respectively. In addition, the average hours per week paid to deliver instruction to a class of students (T0390), average hours required to receive base pay during a typical full week (T0391), and average amount of the salary supplement from additional compensation based on students' performance (T0512) have item response rates of 82, 82, and 70 percent, respectively. For further information on item response

¹⁰ For the formula to calculate the item response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

rates and bias analysis, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

Table B-2. Summary of weighted item response rates, by survey: 2011–12

Survey	Percent of items with a response rate of 85 percent or more	Percent of items with a response rate of less than 85 percent
Public School District	100.0	0.0
Public School	96.2	3.8
Private School ¹	93.5	6.1
Public School Principal	98.9	1.1
Private School Principal	98.3	1.7
Public School Teacher	94.2	5.8
Private School Teacher	92.5	7.5
Public School Library Media Center	100.0	0.0

¹ There was one item on the Private School Questionnaire that had 0 eligible respondents; thus, the response rate could not be calculated. For this reason, the percentages on this row do not sum to 100.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Teacher Listing Forms; Public School District, Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, Private School Teacher, and Public School Library Media Center Documentation Data Files,” 2011–12.

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For SASS, a base weight is used as the starting point. In some cases, this base weight is the simple reciprocal of the unit’s probability of selection on the frame (the initial base weight), and in other cases, adjustments are made to this frame base weight to reflect multiple chances of selection from the frame or other situations such as subsampling.

Next, a series of nonresponse adjustment factors are calculated and applied based on a weighting cell adjustment. Weighting cells are developed using tree search algorithms. These cells are selected to be homogeneous in response propensity within cells and heterogeneous in response propensity across cells (response propensity is the underlying “chance” that a particular sample unit will respond by completing the questionnaire: its individual response rate). The adjustment is the inverse of the weighted response rate within each cell, and each respondent in the cell receives this adjustment. Nonrespondents are given weights of zero: the respondents are reweighted to represent the nonrespondents.

Finally, for some files, a ratio-adjustment factor is calculated and applied to the sample to adjust the sample totals to the frame totals. This improves the precision of survey estimates.

The product of these factors is the final weight for each SASS respondent, which appears as DFNLWGT on the SASS Public School District Data File, AFNLWGT on all SASS Principal Data Files, SFNLWGT on all SASS School Data Files, TFNLWGT on all SASS Teacher Data Files, and MFNLWGT on the SASS Library Media Center Data File.

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

Variance Estimation

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

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

Reliability of Data

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

Caution Concerning Changes in Estimates

Care must be taken in estimating change over time in a SASS data element, because some of the measured change may not be attributable to a change in the education system.

Some of the change may be due to changes in the sampling frame, changes in questionnaire item wording, or other changes. For example, the definition of locale codes has undergone major changes since the 2000 Decennial Census. The first major change was an improvement in geocoding technology, which improved the assignment of specific addresses to physical locations. In 2005, a new locale code for CCD was implemented based on the new urban-centric method of classifying locale. Changes in how areas and, thus, schools are categorized may account for at least some changes that are noted from previous administrations.

Appendix C: Description of Data Files

Description of Data Files

The 2011–12 Schools and Staffing Survey (SASS) data are being released in eight restricted-use data files. Those data files were created from nine survey questionnaires: the School District Questionnaire, School Questionnaire (public), Public School Questionnaire (With District Items),¹ Private School Questionnaire, Principal Questionnaire (public), Private School Principal Questionnaire, Teacher Questionnaire (public), Private School Teacher Questionnaire, and Library Media Center Questionnaire (public). Table C-1 identifies each data file and the questionnaire data used to build the file.

Table C-1. Names of data files and the questionnaires from which the data were drawn: 2011–12

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2011–12.

For the most part, there is a separate data file for each type of respondent (district, school, principal, teacher, and library media center) for each school sector (public² and private). There are two exceptions: 1) there is no district file for private schools, and 2) there is no library media center file for private schools.

The Public School District Data File includes responses from school districts to the School District Questionnaire along with the “district items” taken from the Public School Questionnaire (With District Items) completed by the subset of public schools that were not associated with “traditional” school districts. These schools include state-run schools, traditional public schools in single-school districts, and independent charter schools. Rather than ask these public schools to complete two questionnaires, School and School District, the National Center for Education Statistics created the Public School Questionnaire (With District Items) to capture district data from these schools. Table C-2 shows the different respondents and questionnaires used to create the Public School District Data File. The “district items” gathered from the Public School Questionnaire (With District Items) were not placed on the Public School Data File.

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

² Public includes traditional public and public charter.

Table C-2. The number of cases in the Public School District Data File, by respondent and source of data: 2011–12

Respondent	Source of data in the district file	Number of cases
Total		4,640
Regular districts	School District Questionnaire	4,000
State-run schools ¹	Public School Questionnaire (With District Items)	50
Schools in single-school districts	Public School Questionnaire (With District Items)	330
Independent charter schools	Public School Questionnaire (With District Items)	200
Dependent charter schools in charter school districts	Public School Questionnaire (With District Items)	60

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

NOTE: Rounded, unweighted number of respondents in the data file. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District and Public School Documentation Data Files,” 2011–12.

Appendix D: Description of Variables

Description of Variables

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

Table D-1. Variables used in the *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the Schools and Staffing Survey* report: 2011–12

Variable	Variable name in data file
Average amount of salary supplements from additional compensation based on students’ performance	T0512
Average amount of salary supplements from extracurricular activities in same school system	T0510
Average amount of salary supplements from jobs outside the school system	T0516
Average amount of salary supplements from other school system sources	T0514
Average class size for teachers in departmentalized instruction ¹	<i>Not in file</i>
Average class size for teachers in self-contained classes	T0094
Average base teaching salary of regular full-time teachers	T0508
Average school year earnings from all sources ¹	<i>Not in file</i>
Average hours per week paid to deliver instruction to a class of students	T0390
Average hours required to receive base pay during a typical full week	T0391
Average hours spent on all teaching and other school-related activities during a typical full week	T0392
Charter school identifier ¹	CHARFLAG
Four-category school level ¹	SCHLEVE2
Highest degree earned	HIDEGR
Number/percent of regular full-time teachers	T0025
Number of years of experience as an elementary or secondary teacher in public and private schools	T0042
Number of years teaching at current school ¹	<i>Not in file</i>
Percentage of students in the school approved for the National School Lunch Program ¹	NSLAPP_S
Percentage of teachers who participated in any professional development ¹	<i>Not in file</i>

See notes at end of table.

Table D-1. Variables used in the *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the Schools and Staffing Survey* report: 2011–12—Continued

Variable	Variable name in data file
Percentage of teachers who participated in professional development focused on content of subject(s) taught	T0338
Percentage of teachers who participated in professional development focused on other subjects	T0356
Percentage of teachers who participated in professional development focused on reading instruction	T0344
Percentage of teachers who participated in professional development focused on student discipline and classroom management	T0347
Percentage of teachers who participated in professional development focused on teaching students with disabilities	T0350
Percentage of teachers who participated in professional development focused on teaching limited-English proficient students or English-language learners	T0353
Percentage of teachers who participated in professional development focused on uses of computers for instruction	T0341
Percentage of teachers with salary supplement from additional compensation based on students' performance	T0511
Percentage of teachers with salary supplement from extracurricular activities in same school system	T0509
Percentage of teachers with salary supplement from jobs outside the school system	T0515
Percentage of teachers with salary supplement from other school system sources	T0513
Student enrollment in K–12 and ungraded ¹	SCHSIZE
Teacher's age ¹	AGE_T
Teacher's race/ethnicity ¹	<i>Not in file</i>
Teacher's sex	T0525
Three-category private school typology ¹	RELIG
Three-category school level ¹	SCHLEVEL
Urban-centric school locale code ¹	URBANS12
Way the teacher's classes are organized	T0092

¹ The definition for this variable can be found below.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

Average school year earnings from all sources: A variable that combines the amount a teacher earned from all possible sources during the school year (T0508, T0510, T0512, T0514, T0516).

Average class size for teachers in departmentalized instruction: This variable is a combination of all possible class size responses for teachers with departmentalized instruction (T0130, T0131, T0132, T0133, T0134, T0135, T0136, T0137, T0138, T0139) divided by the number of classes taught.

Charter school identifier (CHARFLAG): A flag variable taken from the Public School Data File 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 S0290 from the public school.

Four-category school level (SCHLEVE2): Taken from the Public School Data Files, SCHLEVE2 is a four-category variable based on grades reported by the school: primary, middle, high, and combined. Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

Highest degree earned (HIDEGR): A variable that indicates the highest degree a teacher has earned. Computed using the variables T0160, T0170, T0193, T0196, and T0199.

Number of years teaching at current school: A variable created by subtracting the first four digits of the school year when the teacher began teaching at the school (T0030) from the survey year (2011). Caution should be used in comparing these data to the 2007–08 survey results because 2007–08 teachers were instructed, “If you had a break in service of one year or more, please report the year that you returned to this school,” whereas no such instruction was given in the 2011–12 survey.

Percentage of teachers who participated in any professional development: A variable that indicates teacher participation in professional development of any type. Computed using the variables T0330, T0332, T0334, T0336, T0338, T0341, T0344, T0347, T0350, T0353, and T0356.

Percentage of students in school approved for the National School Lunch Program (NSLAPP_S): Taken from the Public School Data File, NSLAPP_S is a continuous variable created by dividing the number of K–12 and ungraded students approved for free or reduced-price lunches (S0273) by the total number of K–12 and ungraded students enrolled (S0039) among schools that participated in the National School Lunch Program (NSLP) (S0272=1). Schools that did not participate in the NSLP have valid skip values. For this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches.

Student enrollment in K–12 and ungraded (SCHSIZE): Taken from the Public School and Private School Data Files, SCHSIZE is a categorical variable based on the number of K–12 and ungraded students enrolled in the school (S0039). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

Teacher’s age (AGE_T): A variable based on a respondent’s reported year of birth. AGE_T is a continuous variable that was created by subtracting the teacher’s reported year of birth (T0534) from the year of data collection (2011).

Teacher’s race/ethnicity: A variable created for this analysis based on T0527—whether or not the teacher is of Hispanic or Latino origin and T0528–T0532—the teacher’s race. The following categories were created for analysis.

- Hispanic, regardless of race: the teacher indicates he/she is of Hispanic or Latino origin (T0527 = 1).
- White, non-Hispanic: the teacher indicates he/she is White (T0528 = 1), not of Hispanic or Latino origin (T0527=2), and does not consider him/herself to be any other race.

- Black or African American, non-Hispanic: the teacher indicates he/she is Black or African American (T0529 = 1), not of Hispanic or Latino origin (T0527=2), and does not consider him/herself to be any other race.
- Asian, non-Hispanic: the teacher indicates he/she is Asian (T0530 = 1), not of Hispanic or Latino origin (T0527=2), and does not consider him/herself to be any other race.
- Native Hawaiian/Pacific Islander, non-Hispanic: the teacher indicates he/she is Native Hawaiian or Other Pacific Islander (T0531 = 1), not of Hispanic or Latino origin (T0527=2), and does not consider him/herself to be any other race.
- American Indian/Alaska Native, non-Hispanic: the teacher indicates he/she is American Indian or Alaska Native (T0532 = 1), not of Hispanic or Latino origin (T0527=2), and does not consider him/herself to be any other race.
- Two or more races, non-Hispanic: the teacher indicates he/she is more than one race (more than one category T0528–T0532 = 1) and not of Hispanic or Latino origin (T0527=2).

Three-category private school typology (RELIG): Taken from the Private School Data File, RELIG is a three-category variable based on the variables that identify the religious or nonreligious orientation of a private school (S0738–S0762): Catholic, other religious, or nonsectarian.

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

Urban-centric school locale code (URBANS12): Taken from the Public School and Private School Data Files, URBANS12 is a created variable collapsed from the 12-category urban-centric school locale code (SLOCP12) which was assigned using the 2000 Decennial Census data and recoded into four categories: city, suburban, town, and rural.