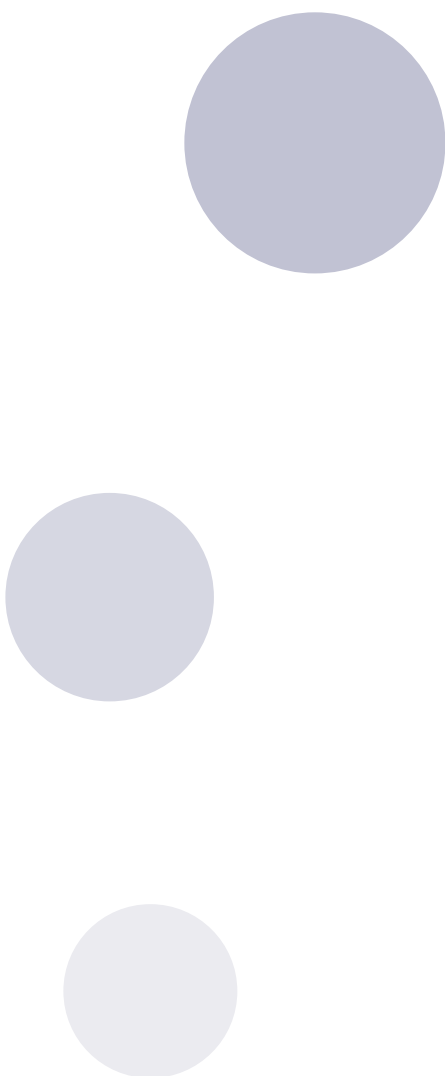


Principal Attrition and Mobility:

Results From the 2012–13 Principal Follow-up Survey

First Look



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JULY 2014

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Contents

	Page
List of Tables	iv
Introduction	1
Selected Findings	2
References	3
Estimate Tables	4
Appendix A: Standard Error Tables	A-1
Appendix B: Methodology and Technical Notes.....	B-1
Appendix C: Description of Variables.....	C-1
Appendix D: Principal Status Forms	D-1

List of Tables

Table		Page
1.	Number and percentage distribution of school principals, by status, school type, and school classification: 2008–09 and 2012–13	5
2.	Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13	6
3.	Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13	8
4.	Number and percentage distribution of public school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13	10
5.	Number and percentage distribution of private school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13	11
6.	Number and percentage distribution of public school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13	12
7.	Number and percentage distribution of private school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13	13
8.	Number and percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13	14
9.	Number and percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13	15
10.	Number and percentage distribution of 2012–13 status of public school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13	16
11.	Number and percentage distribution of 2012–13 status of private school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13	17

Appendix A: Standard Error Tables

Table	Page
A-1. Standard errors for table 1: Number and percentage distribution of school principals, by status, school type, and school classification: 2008–09 and 2012–13	A-2
A-2. Standard errors for table 2: Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13	A-3
A-3. Standard errors for table 3: Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13	A-5
A-4. Standard errors for table 4: Number and percentage distribution of public school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13	A-7
A-5. Standard errors for table 5: Number and percentage distribution of private school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13	A-8
A-6. Standard errors for table 6: Number and percentage distribution of public school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13	A-9
A-7. Standard errors for table 7: Number and percentage distribution of private school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13	A-10
A-8. Standard errors for table 8: Number and percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13	A-11
A-9. Standard errors for table 9: Number and percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13	A-12
A-10. Standard errors for table 10: Number and percentage distribution of 2012–13 status of public school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13	A-13
A-11. Standard errors for table 11: Number and percentage distribution of 2012–13 status of private school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13	A-14

Appendix B: Methodology and Technical Notes

Table		Page
B-1.	Weighted unit and item response rates for public and private school principals included in the Principal Follow-up Survey (PFS), using initial base weight, by school type: 2012–13	B-4

Appendix C: Description of Variables

C-1.	Variables used in the <i>Principal Attrition and Mobility: Results From the 2012–13 Principal Follow-up Survey</i> report: 2012–13	C-2
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Introduction

This report presents selected findings from the Public School Principal Status and Private School Principal Status Data Files of the 2012–13 Principal Follow-up Survey (PFS). The PFS is a nationally representative sample survey of public¹ and private K–12 schools in the 50 states and District of Columbia and was initiated to inform discussions and decisions regarding principal attrition and mobility among policymakers, researchers, and parents.

First collected in school year 2008–09, the PFS was designed as a component of the Schools and Staffing Survey (SASS) and was sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education. 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 questionnaires sent to districts, schools, principals, teachers, and library media centers. Information from all of the surveys can be linked. The SASS questionnaires can be found at <http://nces.ed.gov/surveys/sass/questionnaire.asp>.

Like the 2011–12 SASS, the 2012–13 PFS was conducted by the U.S. Census Bureau. Schools with a principal who returned a 2011–12 SASS principal questionnaire were included in the PFS sample. The sample included about 7,500 public schools and 1,700 private schools. The PFS consisted of only one item and had a response rate of nearly 100 percent. To facilitate analysis, this item and variables derived from it were added to the SASS public and private school principal data files. The 2012–13 PFS assessed how many school principals in the 2011–12 school year still worked as a principal in the same school in the 2012–13 school year, how many had moved to become a principal in another school, and how many had left the principalship altogether. This 2012–13 principal status variable is used in conjunction with 2011–12 SASS school and principal characteristics for the analyses in this First Look report. For additional information on PFS sampling and response rates, see appendix B.

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 2012–13 SASS Public School Principal Status and Private School Principal Status 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.

The tables in this report contain counts and percentages demonstrating bivariate associations between variables. All of the results have been weighted to reflect the sample design and to account for nonresponse and other adjustments. Comparisons drawn in the selected findings have been tested for statistical significance at the .05 level using Student's *t* statistics to ensure that the differences are larger than those that might be expected due to sampling variation. No adjustments were made for multiple comparisons. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Statistical Analysis Software (SAS 9.3) and SUDAAN (11.0) 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 variables used in this report, and appendix D contains the PFS questionnaires.

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

¹ Public schools include traditional public and charter schools.

Selected Findings

- Of the 114,330 school principals (public and private) who were principals during the 2011–12 school year, 78 percent remained at the same school during the following school year (“stayers”), 6 percent moved to a different school (“movers”), and 12 percent left the principalship (“leavers”). In addition, 5 percent of principals were from schools that reported the principal had left, but the schools were unable to report the current occupational status of the principal (“other”) (table 1).
- Among male principals in public schools, 77 percent were stayers, 7 percent were movers, and 12 percent were leavers. Among female principals in public schools, 78 percent were stayers, 7 percent were movers, and 11 percent were leavers (table 2).
- In private schools, 11 percent of principals younger than 45 years old, 9 percent of those between 45 and 54 years old, and 13 percent of those 55 years old or older were leavers (table 3). In public schools, the respective percentages are 8, 8, and 20 percent (table 2).
- Of school principals who reported in the 2011–12 school year that student acts of disrespect for teachers occurred at least once a month or more often, 11 percent of public school principals and 12 percent of private school principals left the principalship in 2012–13 (tables 4 and 5).
- Of school principals who reported in the 2011–12 school year that they had a major influence on determining the content of in-service professional development programs for teachers, 78 percent of public school principals and 83 percent of private school principals stayed at their 2011–12 school (tables 6 and 7).
- Of all public school principals who moved to a different school, 54 percent moved to another public school in the same school district (table 8).
- Of all private school principals who moved to a different school, 70 percent moved to another private school (table 9).
- Of principals who had left the principalship in 2012–13, some 38 percent of public school principals and 30 percent of private school principals left due to retirement (tables 10 and 11).

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Estimate Tables

Table 1. Number and percentage distribution of school principals, by status, school type, and school classification: 2008–09 and 2012–13

Year and sector	Number					Percent			
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All schools, 2008–09 ²	116,970	93,030	7,040	13,620	3,280	79.5	6.0	11.6	2.8
Public	89,920	71,440	6,210	10,690	1,570	79.5	6.9	11.9	1.8
School classification									
Traditional public	86,390	68,900	5,940	10,240	1,310	79.8	6.9	11.9	1.5
Public charter	3,530	2,540	270!	450	260!	72.0	7.7!	12.8	7.4!
Private	27,050	21,580	830	2,930	1,710	79.8	3.1	10.8	6.3
All schools, 2012–13	114,330	89,120	6,760	13,160	5,290	78.0	5.9	11.5	4.6
Public	89,530	69,320	6,230	10,270	3,710	77.4	7.0	11.5	4.1
School classification									
Traditional public	85,110	66,180	5,910	9,730	3,290	77.8	6.9	11.4	3.9
Public charter	4,420	3,140	310	540	420	71.2	7.1	12.2	9.5
Private	24,800	19,800	530	2,880	1,580	79.8	2.2	11.6	6.4

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).

¹ These estimates do not include principals about whom no information was available. These Principal Follow-up Survey (PFS) nonrespondents represent 0.4 percent of the weighted total of 90,470 public school principals in 2007–08 and 0.3 percent of the weighted total of 89,810 public school principals in 2011–12; they represent 2.0 percent of the weighted total of 27,960 private school principals in 2007–08 and 3.6 percent of the weighted total of 25,730 private school principals in 2011–12.

² These estimates differ somewhat from previously published estimates because they do not include Bureau of Indian Education (BIE) schools. BIE schools were excluded to maintain comparability between the 2008–09 estimates and the 2012–13 estimates.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year. “Leavers” are principals who were no longer principals after the base year. “Other” includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. The base year for 2008–09 was 2007–08; the base year for 2012–13 was 2011–12. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal and Private School Principal Data Files,” 2007–08; Principal Follow-up Survey (PFS), “Public School Principal Status and Private School Principal Status Data Files,” 2009–10; “Public School Principal and Private School Principal Data Files,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status and Private School Principal Status Data Files,” 2012–13..

Table 2. Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year:
2012–13

Principal or school characteristic in 2011–12	Number					Percent			
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All public schools	89,530	69,320	6,230	10,270	3,710	77.4	7.0	11.5	4.1
Age									
Less than 45 years	35,630	28,220	3,050	2,830	1,520	79.2	8.6	8.0	4.3
45–54 years	29,650	24,190	2,090	2,480	890	81.6	7.1	8.4	3.0
55 years or more	24,250	16,900	1,080	4,960	1,310	69.7	4.5	20.5	5.4
Sex									
Male	43,390	33,440	3,040	5,030	1,880	77.1	7.0	11.6	4.3
Female	46,140	35,880	3,190	5,240	1,830	77.8	6.9	11.4	4.0
Race/ethnicity									
Hispanic or Latino, of any race	6,070	4,470	480	650	470!	73.6	7.9	10.7	7.7!
White, not Hispanic or Latino	71,920	56,510	4,610	8,390	2,410	78.6	6.4	11.7	3.3
Black, not Hispanic or Latino	9,070	6,550	880	950	700	72.2	9.7	10.4	7.7
All other races ²	2,470	1,800	250!	280	±	72.9	10.3!	11.4	5.4!
Salary									
Less than \$60,000	4,300	2,970	410	640	280!	69.2	9.6	14.8	6.4
\$60,000–\$79,999	23,330	18,470	1,760	2,250	860	79.2	7.5	9.6	3.7
\$80,000–\$99,999	34,880	26,780	2,500	4,000	1,600	76.8	7.2	11.5	4.6
\$100,000 or more	27,020	21,090	1,560	3,390	980	78.0	5.8	12.5	3.6
Highest degree									
Bachelor's degree or less	1,910	1,480	70!	210!	150!	77.7	3.5!	10.8!	7.9!
Master's degree	55,240	42,860	3,910	6,260	2,220	77.6	7.1	11.3	4.0
Educational specialist or professional diploma ³	23,520	18,220	1,620	2,970	720	77.4	6.9	12.6	3.0
Doctorate or first professional degree	8,860	6,770	630	840	630	76.4	7.1	9.5	7.1
Years of experience as a principal at 2011–12 school									
Less than 3 years	39,400	31,030	2,610	3,880	1,890	78.8	6.6	9.8	4.8
3–5 years	25,740	20,240	1,960	2,650	890	78.6	7.6	10.3	3.5
6–9 years	14,360	10,520	1,200	2,140	490	73.3	8.4	14.9	3.4
10 years or more	10,030	7,520	460	1,600	440	75.0	4.6	16.0	4.4
Years of experience as a principal at any school									
Less than 3 years	21,690	17,640	1,400	1,670	970	81.3	6.5	7.7	4.5
3–5 years	22,490	17,490	1,840	2,280	870	77.8	8.2	10.1	3.9
6–9 years	20,670	15,930	1,550	2,360	840	77.1	7.5	11.4	4.0
10 years or more	24,690	18,260	1,430	3,960	1,030	74.0	5.8	16.1	4.2

See notes at end of table.

Table 2. Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year:
2012–13—Continued

Principal or school characteristic in 2011–12	Number					Percent			
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
Years of experience as a teacher prior to becoming a principal									
Less than 5 years	6,340	4,850	380	720	390	76.5	6	11.4	6.1
5–10 years	29,840	23,330	2,330	2,940	1,250	78.2	7.8	9.9	4.2
10–15 years	24,960	19,250	2,050	2,520	1,130	77.1	8.2	10.1	4.5
15 years or more	28,390	21,890	1,470	4,090	940	77.1	5.2	14.4	3.3
School classification									
Traditional public	85,110	66,180	5,910	9,730	3,290	77.8	6.9	11.4	3.9
Charter school	4,420	3,140	310	540	420	71.2	7.1	12.2	9.5
Community type									
City	23,370	17,380	1,980	2,760	1,250	74.4	8.5	11.8	5.3
Suburban	24,390	19,100	1,710	2,650	930	78.3	7.0	10.9	3.8
Town	12,320	9,790	780	1,270	470	79.5	6.3	10.3	3.8
Rural	29,440	23,040	1,750	3,590	1,060	78.3	5.9	12.2	3.6
School level									
Primary	50,050	39,130	3,460	5,280	2,180	78.2	6.9	10.5	4.4
Middle	13,890	10,670	1,180	1,630	400	76.9	8.5	11.7	2.9
High	18,330	14,080	1,040	2,430	770	76.8	5.7	13.2	4.2
Combined	7,270	5,440	540	940	350	74.8	7.4	13.0	4.8
Student enrollment									
Less than 100	6,560	5,000	330	830	400	76.2	5.1	12.6	6.2
100–199	6,470	4,890	580	700	300	75.6	8.9	10.9	4.6
200–499	36,980	28,290	2,770	4,200	1,720	76.5	7.5	11.4	4.7
500–749	21,800	17,020	1,610	2,340	820	78.1	7.4	10.7	3.8
750–999	8,650	6,950	460	1,090	160	80.3	5.3	12.6	1.8
1,000 or more	9,070	7,170	480	1,120	310	79.0	5.3	12.3	3.4
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	26,730	21,380	1,550	3,040	760	80.0	5.8	11.4	2.8
35–49	14,850	11,660	850	1,830	510	78.6	5.7	12.3	3.4
50–74	23,000	18,060	1,660	2,350	920	78.5	7.2	10.2	4.0
75 or more	21,910	15,900	2,030	2,590	1,380	72.6	9.3	11.8	6.3
School did not participate in free or reduced-price lunch program	3,050	2,320	130!	460	140!	76	4.3!	15.1	4.6!

! 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).

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 of the weighted total of 89,810 public school principals in 2011–12.

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

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

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. 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 Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 3. Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year:
2012–13

Principal or school characteristic in 2011–12	Number					Percent				
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other	
All private schools	24,800	19,800	530	2,880	1,580	79.8	2.2	11.6	6.4	
Age										
Less than 45 years	6,820	5,280	140!	770	630	77.4	2.0!	11.3	9.2	
45–54 years	6,010	4,780	180!	550	490!	79.6	3.0!	9.2	8.2!	
55 years or more	11,970	9,740	210	1,560	460	81.4	1.8	13.0	3.8	
Sex										
Male	10,940	8,340	320	1,340	950	76.2	2.9	12.2	8.7	
Female	13,850	11,460	210!	1,550	630	82.7	1.5!	11.2	4.6	
Race/ethnicity										
Hispanic or Latino, of any race	850	770	‡	‡	#	91.0	‡	‡	#	
White, not Hispanic or Latino	21,720	17,190	440	2,700	1,390	79.1	2.0	12.4	6.4	
Black, not Hispanic or Latino	1,610	1,340	‡	110!	130!	83.1	‡	6.6!	7.9!	
All other races ²	610	490	‡	‡	‡	80.3	‡	‡	‡	
Salary										
Less than \$60,000	14,350	11,210	190	1,830	1,130	78.1	1.3	12.7	7.9	
\$60,000–\$79,999	5,230	4,330	220	510	170!	82.7	4.2	9.7	3.3!	
\$80,000–\$99,999	2,150	1,660	‡	250	190!	77.4	2.1!	11.7	8.8!	
\$100,000 or more	3,060	2,600	80!	300	90!	84.9	2.5!	9.7	2.9!	
Highest degree										
Bachelor's degree or less	7,310	5,420	100!	930	850	74.2	1.4!	12.7	11.6	
Master's degree	12,590	10,560	260	1,440	320	83.9	2.1	11.5	2.6	
Educational specialist or professional diploma ³	2,600	2,080	110!	190!	220!	80.0	4.3!	7.3!	8.3	
Doctorate or first professional degree	2,300	1,730	60!	320	190!	75.3	2.5!	13.8	8.3!	
Years of experience as a principal at 2011–12 school										
Less than 3 years	8,560	6,320	230	1,080	930	73.8	2.7	12.7	10.8	
3–5 years	4,820	3,650	120!	740	310	75.8	2.4!	15.4	6.4	
6–9 years	4,110	3,430	60!	400	‡	83.5	1.5!	9.6	5.4!	
10 years or more	7,310	6,400	120!	660	120!	87.5	1.7!	9.1	1.7!	
Years of experience as a principal at any school										
Less than 3 years	5,090	3,760	‡	730	540	73.9	‡	14.3	10.6	
3–5 years	4,200	3,010	110!	640	440!	71.7	2.5!	15.3	10.5!	
6–9 years	3,820	3,180	50!	310	280!	83.2	1.4!	8.2	7.2!	
10 years or more	11,690	9,850	320	1,190	330	84.3	2.7	10.2	2.8	

See notes at end of table.

Table 3. Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year:
2012–13—Continued

Principal or school characteristic in 2011–12	Number					Percent				
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other	
Years of experience as a teacher prior to becoming a principal										
Less than 5 years	4,650	3,310	‡	610	700!	71.2	‡	13.2	14.9	
5–10 years	4,540	3,620	180!	460	280	79.8	4.0!	10.1	6.1	
10–15 years	4,900	4,000	100!	540	260!	81.5	2.0!	11.1	5.4!	
15 years or more	10,700	8,870	220	1,270	340	82.9	2.1	11.9	3.2	
School classification										
Catholic	6,690	5,450	110!	960	160!	81.5	1.7!	14.4	2.5!	
Other religious	11,930	9,150	290	1,390	1,100	76.7	2.4	11.7	9.2	
Nonsectarian	6,180	5,200	130!	530	320	84.2	2.1!	8.5	5.2	
Community type										
City	8,510	6,760	210	1,080	460	79.5	2.5	12.7	5.4	
Suburban	7,840	6,800	110!	670	260	86.7	1.3!	8.6	3.4	
Town	2,620	2,110	‡	330!	120!	80.5	‡	12.6	4.4!	
Rural	5,830	4,130	150	800	740!	70.9	2.6	13.8	12.7	
School level										
Elementary	13,860	10,900	270	1,620	1,060	78.7	2.0	11.7	7.7	
Secondary	2,580	2,080	70!	370	80!	80.4	2.5!	14.2	2.9!	
Combined	8,360	6,820	200	890	440!	81.6	2.4	10.7	5.3!	
Student enrollment										
Less than 100	11,870	9,070	160	1,430	1,200	76.4	1.3	12.1	10.1	
100–199	5,000	4,140	160!	590	120!	82.6	3.3!	11.7	2.4!	
200–499	6,150	5,130	150!	640	240	83.5	2.4!	10.3	3.8	
500–749	1,090	890	‡	160	‡	81.9	‡	14.4	‡	
750 or more	690	570	‡	70!	‡	82.4	‡	10.1!	‡	
Participation in free or reduced-price lunch program										
School did participate	6,690	5,460	170	840	210	81.7	2.6	12.6	3.2	
School did not participate	18,110	14,340	360	2,040	1,370	79.2	2.0	11.3	7.5	

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).

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,730 private school principals in 2011–12.

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

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

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. 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), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.

Table 4. Number and percentage distribution of public school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13

Working condition or school climate characteristic in 2011–12	Number					Percent			
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All public schools	89,530	69,320	6,230	10,270	3,710	77.4	7.0	11.5	4.1
Hours per week spent on all school-related activities									
Less than 45	5,660	4,440	330	600	290!	78.5	5.8	10.6	5.1!
45–54	22,380	17,800	1,420	2,740	430	79.5	6.3	12.2	1.9
55–59	13,660	10,810	910	1,340	610	79.1	6.7	9.8	4.4
60 or more	47,830	36,270	3,570	5,600	2,390	75.8	7.5	11.7	5.0
Hours per week spent interacting with students									
Less than 10	10,230	8,410	440	1,030	350	82.2	4.3	10.1	3.4
10–19	28,160	21,640	1,780	3,710	1,040	76.8	6.3	13.2	3.7
20–24	15,170	11,630	1,280	1,600	670	76.6	8.4	10.5	4.4
25 or more	35,970	27,650	2,730	3,940	1,650	76.9	7.6	10.9	4.6
Bargaining agreements									
Represented under a meet-and-confer agreement	17,390	13,220	1,190	2,240	740	76.0	6.8	12.9	4.2
Represented under a collective bargaining agreement	22,770	18,220	1,640	2,100	810	80.0	7.2	9.2	3.6
Not represented under a meet-and-confer or collective bargaining agreement	49,380	37,890	3,400	5,930	2,160	76.7	6.9	12.0	4.4
Professional development									
Participated in professional development activities in the last 12 months	88,920	68,980	6,130	10,120	3,680	77.6	6.9	11.4	4.1
Did not participate in professional development activities in the last 12 months	610	340	90!	‡	‡	55.8	15.2!	24.3!	‡
The following problems occurred at least once a month or more often:									
Physical conflicts among students	26,450	20,040	2,570	2,750	1,100	75.8	9.7	10.4	4.1
Student bullying	37,650	28,720	3,370	3,980	1,580	76.3	8.9	10.6	4.2
Student acts of disrespect for teachers	22,050	16,280	2,170	2,520	1,080	73.9	9.8	11.4	4.9
More than 50 percent of students had at least one parent or guardian participate in the following events:									
Open house or back-to-school night	66,080	51,540	4,550	7,360	2,630	78.0	6.9	11.1	4.0
Parent-teacher conference	60,240	46,990	4,000	6,570	2,690	78.0	6.6	10.9	4.5
Special subject-area events ²	48,920	38,350	3,090	5,510	1,970	78.4	6.3	11.3	4.0

! 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).

† These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 percent of the weighted total of 89,810 public school principals in 2011–12.

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

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year. “Leavers” are principals who were no longer principals after the base year. “Other” includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. 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 Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 5. Number and percentage distribution of private school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13

Working condition or school climate characteristic in 2011–12	Number					Percent			
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All private schools	24,800	19,800	530	2,880	1,580	79.8	2.2	11.6	6.4
Hours per week spent on all school-related activities									
Less than 45	3,950	3,030	‡	430	460!	76.5	‡	10.9	11.6!
45–54	7,990	6,230	150!	1,040	560	78.1	1.8!	13.1	7.0
55–59	3,070	2,450	140!	370	110!	80.0	4.4!	12.1	3.5!
60 or more	9,790	8,080	210	1,040	450	82.6	2.2	10.6	4.6
Hours per week spent interacting with students									
Less than 10	5,440	4,160	130!	710	430!	76.5	2.4!	13.0	8.0!
10–19	6,600	5,180	160	820	440	78.4	2.4	12.5	6.7
20–24	3,260	2,560	50!	430	220!	78.5	1.4!	13.3	6.7!
25 or more	9,500	7,900	200	920	490	83.1	2.1	9.6	5.1
Professional development									
Participated in professional development activities in the last 12 months	22,450	18,250	530	2,530	1,130	81.3	2.4	11.3	5.0
Did not participate in professional development activities in the last 12 months	2,350	1,550	#	350!	450!	65.9	#	14.9!	19.3
The following problems occurred at least once a month or more often:									
Physical conflicts among students	1,800	1,450	‡	240	100!	80.4	‡	13.2	5.6!
Student bullying	4,120	3,280	70!	640	130!	79.7	1.8!	15.4	3.1!
Student acts of disrespect for teachers	1,900	1,520	70!	230	80!	80.0	3.6!	12.3	4.1!
More than 50 percent of students had at least one parent or guardian participate in the following events:									
Open house or back-to-school night	19,890	16,530	400	2,100	870	83.1	2.0	10.5	4.4
Parent-teacher conference	20,870	16,860	430	2,390	1,200	80.8	2.0	11.4	5.7
Special subject-area events ²	17,390	14,470	350	1,820	750	83.2	2.0	10.5	4.3

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).

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,730 private school principals in 2011–12.

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

NOTE: "Stayers" are principals who were principals in the same school in the current school year as in the base year (2011–12). "Movers" are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). "Leavers" are principals who were no longer principals after the base year (2011–12). "Other" includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. 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), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table 6. Number and percentage distribution of public school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13

Activity in the 2011–12 school year	Number					Percent			
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All public schools	89,500	69,300	6,200	10,300	3,700	77.4	7.0	11.5	4.1
Setting performance standards for students of this school	65,600	51,100	4,700	7,200	2,700	77.8	7.2	11.0	4.1
Establishing curriculum at this school	38,200	29,800	2,700	4,200	1,400	78.1	7.2	11.0	3.7
Determining the content of in-service professional development programs for teachers of this school	62,200	48,600	4,200	6,900	2,500	78.2	6.7	11.1	4.0
Evaluating teachers of this school	85,400	66,100	6,000	9,700	3,500	77.5	7.1	11.4	4.1
Hiring new full-time teachers of this school	75,500	58,900	5,000	8,700	2,800	78.0	6.7	11.6	3.8
Setting discipline policy at this school	71,100	55,500	4,900	7,800	2,900	78.1	6.9	11.0	4.1
Deciding how your school budget will be spent	57,000	44,300	3,800	6,500	2,500	77.7	6.6	11.4	4.3

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 percent of the weighted total of 89,810 public school principals in 2011–12.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 7. Number and percentage distribution of private school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13

Activity in the 2011–12 school year	Number					Percent			
	Total ¹	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All private schools	24,800	19,800	530	2,880	1,580	79.8	2.2	11.6	6.4
Setting performance standards for students of this school	20,200	16,610	460	2,110	1,020	82.2	2.3	10.5	5.0
Establishing curriculum at this school	17,370	14,360	400	1,810	810	82.7	2.3	10.4	4.6
Determining the content of in-service professional development programs for teachers of this school	18,710	15,560	410	1,860	880	83.2	2.2	10.0	4.7
Evaluating teachers of this school	20,610	16,820	430	2,330	1,030	81.6	2.1	11.3	5.0
Hiring new full-time teachers of this school	21,070	17,250	430	2,320	1,070	81.8	2.0	11.0	5.1
Setting discipline policy at this school	20,500	16,750	430	2,280	1,040	81.7	2.1	11.1	5.1
Deciding how your school budget will be spent	15,550	12,890	300	1,580	780	82.9	1.9	10.2	5.0

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,730 private school principals in 2011–12.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.

Table 8. Number and percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13

Type of move	Total ¹		Years of experience as a principal at 2011–12 school			
	Number	Percent	Less than 3 years	3–5 years	6–9 years	10 years or more
All public school principal movers	6,230	100.0	100.0	100.0	100.0	100.0
Moved from a public school to another public school in the same district	3,340	53.6	46.6	51.1	73.2	53.1
Moved from a public school to another public school in a different district	1,940	31.1	39.1	30.8	20.5!	14.9!
Moved from a public school to another public school, district unknown	550	8.8	10.4	12.6!	‡	‡
Moved from a public school to a private school	100!	1.6!	2.5!	‡	‡	‡
Moved from a public school to another school, sector unknown	300!	4.8!	‡	4.3!	‡	25.9!

! 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).

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 percent of the weighted total of 89,800 public school principals in 2011–12.

NOTE: Of all public school principal movers, about 2,610 had less than 3 years of experience, 1,960 had 3–5 years of experience, 1,080 had 6–9 years of experience, and 580 had 10 or more years of experience. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). 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 Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 9. Number and percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13

Type of move	Total ¹		Years of experience as a principal at 2011–12 school			
	Number	Percent	Less than 3 years	3–5 years	6–9 years	10 years or more
All private school principal movers	530	100.0	100.0	100.0	100.0	100.0
Moved from a private school to a public school	80!	15.4!	22.4!	‡	‡	#
Moved from a private school to another private school	370	69.9	61.5	61.8	55.2!	100.0
Moved from a private school to another school, sector unknown	80!	14.8!	‡	‡	‡	#

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).

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,700 private school principals in 2011–12.

NOTE: Of all private school principal movers, about 230 had less than 3 years of experience, 120 had 3–5 years of experience, 60 had 6–9 years of experience, and 120 had 10 or more years of experience. "Movers" are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). 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), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table 10. Number and percentage distribution of 2012–13 status of public school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13

Status	Total ¹		Years of experience as a principal in any school in 2011–12 school			
	Number	Percent	Less than 3 years	3–5 years	6–9 years	10 years or more
All public school principal leavers	10,270	100.0	100.0	100.0	100.0	100.0
Status of all leavers						
Retired—not working outside of home	3,860	37.6	26.8	31.7	42.8	66.4
Deceased	‡	‡	‡	‡	‡	#
Not working outside of home and not retired	#	#	#	#	#	#
Working in a K–12 school, but not as a principal	2,530	24.6	35.0	21.6	23.6	5.7!
Working in K–12 education, but not in a K–12 school	3,070	29.9	28.2	39.7	26.9	21.5
Working at a job outside of K–12 education	710	6.9	9.7	5.9!	3.5!	6.4!
Status of leavers who were working in a position in a K–12 school, but not as a principal						
Working in current school, but not as a principal	890	35.0	38.7	‡	47.7	‡
Working in a different public school, but not as a principal	1,440	56.8	49.1	74.4	52.3	87.4
Working in a private school, but not as a principal	‡	‡	‡	‡	#	#
Working in a different school, but not as a principal—unknown school type	30!	1.2!	‡	‡	#	#
Status of leavers who were working in a position in K–12 education, but not in a K–12 school						
Working in a district or administrative office as a superintendent, assistant superintendent, or other higher level administrator	1,900	61.8	64.6	56.2	68.5	58.6
Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher level administrator	820	26.6	22.2	35.9	25.3	14.5!
Working at a job associated with K–12 education, but not directly associated with any schools or school systems	300	9.8	10.1!	6.0!	‡	‡
Position unknown	50!	1.7!	3.1!	‡	#	#

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).

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 percent of the weighted total of 89,800 public school principals in 2011–12.

NOTE: Of all public school principal leavers, about 3,880 had less than 3 years of experience, 2,650 had 3–5 years of experience, 1,719 had 6–9 years of experience, and 2,020 had 10 or more years of experience. “Leavers” are principals who were no longer principals after the base year (2011–12). 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 Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 11. Number and percentage distribution of 2012–13 status of private school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13

Status	Total ¹		Total years of experience as a principal in any school in 2011–12			
	Number	Percent	Less than 3 years	3–5 years	6–9 years	10 years or more
All private school principal leavers	2,880	100.0	100.0	100.0	100.0	100.0
Status of all leavers						
Retired—not working outside of home	860	29.9	15.4!	31.3	37.0!	47.7
Deceased	80‡	‡	#	‡	#	‡
Not working outside of home and not retired	#	#	#	#	#	#
Working in a K–12 school, but not as a principal	1,100	38.2	49.2	31.6	28.2!	33.5
Working in K–12 education, but not in a K–12 school	260	9.0	10.1!	‡	‡	11.5!
Working at a job outside of K–12 education	580	20.3	25.3	23.3!	28.8!	‡
Status of leavers who were working in a position in a K–12 school, but not as a principal						
Working in current school, but not as a principal	660	60.4	59.6	50.3!	58.0!	74.0
Working in a different public school, but not as a principal	120!	10.6!	‡	‡	#	#
Working in a different private school, but not as a principal	290	26.3	25.8!	‡	42.0!	‡
Working in a different school, but not as a principal—unknown school type	‡	‡	‡	‡	#	#
Status of leavers who were working in a position in K–12 education, but not in a K–12 school						
Working in a district or administrative office as a superintendent, assistant superintendent, or other higher level administrator	120!	44.7!	‡	‡	100.0	‡
Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher level administrator	‡	30.5!	‡	‡	#	‡
Working at a job associated with K–12 education, but not directly associated with any schools or school systems	50!	20.2!	‡	#	#	‡
Position unknown	‡	‡	‡	#	#	#

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).

¹ These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,700 private school principals in 2011–12.

NOTE: Of all private school principal leavers, about 1,080 had less than 3 years of experience, 740 had 3–5 years of experience, 300 had 6–9 years of experience, and 760 had 10 or more years of experience. “Leavers” are principals who were no longer principals after the base year (2011–12). 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), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.

Appendix A: Standard Error Tables

Table A-1. Standard errors for table 1: Number and percentage distribution of school principals, by status, school type, and school classification: 2008–09 and 2012–13

Year and sector	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All schools, 2008–09	656	936	540	643	352	0.75	0.46	0.54	0.30
Public	554	862	538	586	277	0.88	0.60	0.64	0.31
School classification									
Traditional public	517	865	518	578	245	0.91	0.60	0.66	0.28
Public charter	156	218	120	132	118	5.14	3.45	3.73	3.22
Private	302	384	98	226	241	1.10	0.36	0.84	0.88
All schools, 2012–13	763	784	401	496	411	0.56	0.34	0.43	0.35
Public	415	642	396	417	307	0.59	0.44	0.48	0.34
School classification									
Traditional public	322	593	391	418	309	0.62	0.46	0.49	0.36
Public charter	217	203	83	102	97	2.84	1.85	2.36	2.12
Private	565	501	91	282	273	1.47	0.37	1.11	1.02

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 2011–12; Principal Follow-up Survey (PFS), "Public School Principal Status and Private School Principal Status Data Files," 2012–13; and Principal Attrition and Mobility: Results From the 2008–09 Principal Follow-up Survey, U.S. Department of Education, National Center for Education Statistics (NCES 2010-337).

Table A-2. Standard errors for table 2: Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13

Principal or school characteristic in 2011–12	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All public schools	415	642	396	417	307	0.59	0.44	0.48	0.34
Age									
Less than 45 years	735	651	308	274	244	1.12	0.83	0.74	0.68
45–54 years	815	693	226	184	143	0.90	0.70	0.59	0.49
55 years or more	647	605	150	315	176	1.46	0.62	1.24	0.71
Sex									
Male	906	783	244	340	174	0.82	0.55	0.75	0.39
Female	806	757	307	333	238	0.96	0.64	0.70	0.51
Race/ethnicity									
Hispanic or Latino, of any race	399	334	133	190	151	3.90	2.07	2.94	2.34
White, not Hispanic or Latino	731	720	321	363	233	0.55	0.44	0.50	0.32
Black, not Hispanic or Latino	393	339	143	153	137	2.42	1.53	1.57	1.48
All other races	259	196	127	83	†	5.32	4.74	3.23	2.65
Salary									
Less than \$60,000	304	234	81	105	83	3.21	1.86	2.28	1.89
\$60,000–\$79,999	612	553	169	177	130	0.92	0.70	0.78	0.53
\$80,000–\$99,999	741	703	262	325	229	1.19	0.74	0.90	0.65
\$100,000 or more	561	538	243	287	161	1.25	0.88	1.00	0.59
Highest degree									
Bachelor's degree or less	263	220	29	62	66	5.19	1.57	3.43	3.23
Master's degree	666	656	315	388	262	0.74	0.56	0.69	0.47
Educational specialist or professional diploma	491	473	171	237	127	1.23	0.72	0.95	0.54
Doctorate or first professional degree	441	424	108	146	128	2.37	1.23	1.65	1.42
Years of experience as a principal at 2011–12 school									
Less than 3 years	755	690	235	332	237	1.08	0.59	0.81	0.59
3–5 years	754	768	231	280	159	1.57	0.88	1.09	0.63
6–9 years	452	390	218	173	115	1.75	1.44	1.17	0.78
10 years or more	480	397	125	182	124	2.17	1.19	1.68	1.21
Years of experience as a principal at any school									
Less than 3 years	658	582	176	219	184	1.33	0.79	0.96	0.83
3–5 years	723	647	234	247	163	1.44	1.01	1.05	0.72
6–9 years	707	543	214	203	137	1.34	0.93	0.88	0.63
10 years or more	678	604	198	291	174	1.28	0.77	1.16	0.69

See notes at end of table.

Table A-2. Standard errors for table 2: Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13—Continued

Principal or school characteristic in 2011–12	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
Years of experience as a teacher prior to becoming a principal									
Less than 5 years	415	343	61	175	111	2.74	0.97	2.45	1.67
5–10 years	766	682	235	264	188	1.06	0.75	0.87	0.63
10–15 years	651	595	246	241	229	1.49	0.98	0.93	0.86
15 years or more	757	665	173	285	162	1.05	0.61	0.93	0.56
School classification									
Traditional public	322	593	391	418	309	0.62	0.46	0.49	0.36
Charter school	217	203	83	102	97	2.84	1.85	2.36	2.12
Community type									
City	282	435	279	299	171	1.60	1.19	1.30	0.72
Suburban	345	370	204	229	183	1.14	0.84	0.90	0.75
Town	341	377	119	136	107	1.74	0.99	1.05	0.86
Rural	425	414	158	212	165	0.84	0.53	0.69	0.56
School level									
Primary	418	595	338	362	301	0.95	0.68	0.73	0.60
Middle	179	180	103	116	81	1.07	0.75	0.77	0.58
High	469	432	114	166	105	1.12	0.63	0.94	0.55
Combined	629	515	91	146	67	1.95	1.20	1.40	0.84
Student enrollment									
Less than 100	396	375	60	140	97	2.73	0.93	2.20	1.50
100–199	355	319	99	110	87	2.47	1.48	1.72	1.32
200–499	679	704	275	289	245	1.18	0.75	0.78	0.65
500–749	602	616	225	221	160	1.55	1.01	1.05	0.73
750–999	444	381	103	145	42	1.77	1.10	1.58	0.46
1,000 or more	352	296	84	94	72	1.45	0.84	0.94	0.76
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	641	629	219	260	151	1.15	0.82	0.97	0.56
35–49	554	479	146	184	107	1.68	0.99	1.07	0.72
50–74	541	542	186	216	165	1.35	0.77	0.96	0.72
75 or more	633	501	255	281	217	1.39	1.08	1.21	0.96
School did not participate in free or reduced-price lunch program	264	265	41	82	60	3.88	1.36	2.70	1.90

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2012–13.

Table A-3. Standard errors for table 3: Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13

Principal or school characteristic in 2011–12	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All private schools	565	501	91	282	273	1.47	0.37	1.11	1.02
Age									
Less than 45 years	387	355	50	179	175	3.95	0.76	2.47	2.41
45–54 years	387	276	62	120	217	3.34	1.04	1.82	3.22
55 years or more	428	368	49	173	122	1.51	0.42	1.36	0.94
Sex									
Male	459	371	64	204	247	2.33	0.59	1.83	2.04
Female	474	442	66	217	123	1.73	0.48	1.45	0.87
Race/ethnicity									
Hispanic or Latino, of any race	139	135	†	†	†	3.88	†	†	†
White, not Hispanic or Latino	591	506	82	271	263	1.53	0.38	1.21	1.11
Black, not Hispanic or Latino	181	163	†	49	64	4.89	†	3.07	3.92
All other races	131	115	†	†	†	8.50	†	†	†
Salary									
Less than \$60,000	608	521	47	253	262	2.19	0.33	1.72	1.66
\$60,000–\$79,999	267	250	58	84	54	2.03	1.08	1.52	1.07
\$80,000–\$99,999	195	187	†	55	77	4.09	1.04	2.61	3.61
\$100,000 or more	174	175	28	72	37	2.92	0.89	2.27	1.22
Highest degree									
Bachelor's degree or less	521	368	39	219	241	3.55	0.53	2.74	2.85
Master's degree	362	331	64	175	85	1.39	0.50	1.34	0.66
Educational specialist or professional diploma	201	188	45	68	68	3.70	1.69	2.65	2.42
Doctorate or first professional degree	215	204	25	77	67	4.02	1.12	3.09	2.94
Years of experience as a principal at 2011–12 school									
Less than 3 years	431	341	58	182	240	3.16	0.70	2.02	2.52
3–5 years	306	292	42	146	93	3.48	0.88	2.85	1.92
6–9 years	400	324	26	98	†	3.18	0.69	2.12	2.49
10 years or more	368	357	55	127	61	1.87	0.73	1.73	0.80
Years of experience as a principal at any school									
Less than 3 years	364	307	†	170	143	4.50	†	3.03	2.62
3–5 years	324	257	39	141	207	4.79	0.93	3.26	4.42
6–9 years	343	306	23	77	105	2.80	0.63	2.15	2.39
10 years or more	352	356	82	159	96	1.56	0.69	1.33	0.82

See notes at end of table.

Table A-3. Standard errors for table 3: Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13—Continued

Principal or school characteristic in 2011–12	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
Years of experience as a teacher prior to becoming a principal									
Less than 5 years	401	279	†	158	224	4.66	†	3.08	4.15
5–10 years	264	259	57	94	78	2.89	1.25	2.10	1.66
10–15 years	306	255	39	119	116	3.13	0.77	2.36	2.25
15 years or more	390	388	53	164	72	1.74	0.51	1.48	0.65
School classification									
Catholic	63	149	44	128	59	2.03	0.66	1.90	0.89
Other religious	559	433	62	228	267	2.31	0.53	1.86	1.96
Nonsectarian	110	161	46	102	93	2.13	0.75	1.62	1.51
Community type									
City	259	279	59	147	99	2.12	0.68	1.72	1.16
Suburban	309	322	34	101	69	1.67	0.43	1.28	0.89
Town	323	254	†	113	53	3.94	†	3.70	1.66
Rural	449	316	44	190	228	3.93	0.76	3.05	3.38
School level									
Elementary	468	396	62	209	243	2.04	0.45	1.48	1.58
Secondary	135	162	31	75	29	3.42	1.23	3.05	1.15
Combined	228	261	54	142	137	2.29	0.64	1.63	1.64
Student enrollment									
Less than 100	518	407	44	234	266	2.44	0.38	1.87	2.02
100–199	274	253	52	100	44	2.35	1.03	1.92	0.86
200–499	241	238	52	112	62	2.11	0.83	1.76	1.03
500–749	118	108	†	44	†	3.73	†	3.41	†
750 or more	75	70	†	27	†	4.70	†	3.83	†
Participation in free or reduced-price lunch program									
School did participate	299	290	51	119	62	2.05	0.73	1.76	0.91
School did not participate	552	436	75	262	278	1.88	0.43	1.35	1.40

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table A-4. Standard errors for table 4: Number and percentage distribution of public school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13

Working condition or school climate characteristic in 2011–12	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All public schools	415	642	396	417	307	0.59	0.44	0.48	0.34
Hours per week spent on all school-related activities									
Less than 45	319	284	73	116	93	2.65	1.22	2.01	1.61
45–54	745	688	154	250	90	1.24	0.70	1.05	0.40
55–59	641	528	180	169	156	1.74	1.18	1.18	1.11
60 or more	880	811	289	317	256	0.90	0.59	0.68	0.51
Hours per week spent interacting with students									
Less than 10	487	456	84	133	95	1.67	0.83	1.22	0.94
10–19	696	584	220	291	180	1.20	0.75	0.96	0.61
20–24	589	434	211	226	151	1.89	1.27	1.36	0.98
25 or more	762	671	251	275	232	1.12	0.67	0.72	0.63
Bargaining agreements									
Represented under a meet-and-confer agreement	478	428	175	226	161	1.66	0.95	1.28	0.89
Represented under a collective bargaining agreement	511	532	222	205	153	1.32	0.96	0.89	0.68
Not represented under a meet-and-confer or collective bargaining agreement	662	631	296	280	248	0.75	0.58	0.59	0.49
Professional development									
Participated in professional development activities in the last 12 months	423	650	400	445	303	0.61	0.45	0.50	0.34
Did not participate in professional development activities in the last 12 months	111	83	33	†	†	10.71	5.83	12.00	†
The following problems occurred at least once a month or more often:									
Physical conflicts among students	538	490	291	247	166	1.45	1.05	0.87	0.62
Student bullying	633	608	298	289	199	1.08	0.77	0.73	0.51
Student acts of disrespect for teachers	544	491	220	237	172	1.35	0.95	1.03	0.77
More than 50 percent of students had at least one parent or guardian participate in the following events:									
Open house or back-to-school night	552	722	369	427	296	0.81	0.56	0.65	0.45
Parent-teacher conference	585	681	314	410	302	0.80	0.52	0.67	0.50
Special subject-area events	704	725	282	358	276	1.00	0.56	0.71	0.56

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2012–13.

Table A-5. Standard errors for table 5: Number and percentage distribution of private school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13

Working condition or school climate characteristic in 2011–12	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All private schools	565	501	91	282	273	1.47	0.37	1.11	1.02
Hours per week spent on all school-related activities									
Less than 45	362	277	†	128	192	4.42	†	3.05	4.34
45–54	427	390	57	152	143	2.59	0.71	1.89	1.67
55–59	216	195	47	87	49	3.31	1.52	2.65	1.60
60 or more	372	372	50	137	79	1.79	0.50	1.39	0.79
Hours per week spent interacting with students									
Less than 10	419	349	50	133	187	3.59	0.95	2.41	3.14
10–19	338	297	44	156	105	2.44	0.68	2.12	1.57
20–24	333	284	22	86	105	3.58	0.68	2.58	3.00
25 or more	408	389	53	173	118	1.96	0.57	1.81	1.17
Professional development									
Participated in professional development activities in the last 12 months	452	446	91	234	229	1.40	0.40	1.04	0.97
Did not participate in professional development activities in the last 12 months	328	238	†	124	137	6.32	†	4.90	4.49
The following problems occurred at least once a month or more often:									
Physical conflicts among students	173	159	†	64	43	4.26	†	3.50	2.29
Student bullying	262	242	28	105	47	2.84	0.69	2.33	1.16
Student acts of disrespect for teachers	153	142	29	68	37	3.92	1.53	3.52	1.95
More than 50 percent of students had at least one parent or guardian participate in the following events:									
Open house or back-to-school night	449	450	80	215	131	1.32	0.40	1.04	0.66
Parent-teacher conference	509	484	77	267	264	1.68	0.38	1.27	1.19
Special subject-area events	400	405	74	205	125	1.40	0.43	1.14	0.71

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table A-6. Standard errors for table 6: Number and percentage distribution of public school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13

Activity in the 2011–12 school year	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All public schools	410	640	400	420	310	0.59	0.44	0.48	0.34
Setting performance standards for students of this school	740	790	360	360	290	0.78	0.53	0.56	0.43
Establishing curriculum at this school	770	700	240	290	170	0.96	0.61	0.75	0.44
Determining the content of in-service professional development programs for teachers of this school	700	710	300	380	250	0.71	0.48	0.60	0.41
Evaluating teachers of this school	490	630	390	430	310	0.61	0.45	0.51	0.36
Hiring new full-time teachers of this school	620	670	310	350	260	0.61	0.40	0.47	0.33
Setting discipline policy at this school	700	710	340	390	270	0.66	0.47	0.53	0.38
Deciding how your school budget will be spent	710	690	310	390	260	0.81	0.53	0.65	0.45

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2012–13.

Table A-7. Standard errors for table 7: Number and percentage distribution of private school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13

Activity in the 2011–12 school year	Number					Percent			
	Total	Stayers	Movers	Leavers	Other	Stayers	Movers	Leavers	Other
All private schools	565	501	91	282	273	1.47	0.37	1.11	1.02
Setting performance standards for students of this school	439	433	87	222	151	1.36	0.43	1.07	0.71
Establishing curriculum at this school	475	473	78	203	139	1.52	0.44	1.18	0.76
Determining the content of in-service professional development programs for teachers of this school	418	395	80	213	124	1.37	0.42	1.07	0.65
Evaluating teachers of this school	476	437	83	240	154	1.36	0.40	1.11	0.71
Hiring new full-time teachers of this school	458	441	86	238	155	1.33	0.41	1.10	0.70
Setting discipline policy at this school	460	466	79	225	182	1.52	0.39	1.07	0.85
Deciding how your school budget will be spent	429	399	66	173	155	1.42	0.43	1.11	0.93

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table A-8. Standard errors for table 8: Number and percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13

Type of move	Total		Years of experience as a principal at 2011–12 school			
	Number	Percent	Less than 3 years	3–5 years	6–9 years	10 years or more
All public school principal movers	396	†	†	†	†	†
Moved from a public school to another public school in the same district	311	3	4.74	5.24	8.05	12.02
Moved from a public school to another public school in a different district	196	3	4.49	4.98	7.01	5.28
Moved from a public school to another public school, district unknown	110	2	2.70	3.82	†	†
Moved from a public school to a private school	41	1	1.17	†	†	†
Moved from a public school to another school, sector unknown	105	2	†	2.00	†	12.62

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table A-9. Standard errors for table 9: Number and percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13

Type of move	Total		Years of experience as a principal at 2011–12 school			
	Number	Percent	Less than 3 years	3–5 years	6–9 years	10 years or more
All private school principal movers	91	†	†	†	†	†
Moved from a private school to a public school	35	6.01	10.50	†	†	†
Moved from a private school to another private school	75	7.30	11.59	18.24	25.76	†
Moved from a private school to another school, sector unknown	36	6.46	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.

Table A-10. Standard errors for table 10: Number and percentage distribution of 2012–13 status of public school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13

Status	Total		Years of experience as a principal in any school in 2011–12 school			
	Number	Percent	Less than 3 years	3–5 years	6–9 years	10 years or more
All public school principal leavers	417	†	†	†	†	†
Status of all leavers						
Retired—not working outside of home	254	1.89	3.17	4.48	5.06	5.19
Deceased	†	†	†	†	†	†
Not working outside of home and not retired	†	†	†	†	†	†
Working in a K–12 school, but not as a principal	210	1.86	3.63	5.35	4.43	2.22
Working in K–12 education, but not in a K–12 school	257	2.12	3.13	5.16	4.31	4.52
Working at a job outside of K–12 education	137	1.31	2.87	1.91	1.22	2.67
Status of leavers who were working in a position in a K–12 school, but not as a principal						
Working in current school, but not as a principal	140	5.02	8.20	†	12.40	†
Working in a different public school, but not as a principal	168	4.98	8.92	12.71	12.40	12.62
Working in a private school, but not as a principal	†	†	†	†	†	†
Working in a different school, but not as a principal—unknown school type	13	0.53	†	†	†	†
Status of leavers who were working in a position in K–12 education, but not in a K–12 school						
Working in a district or administrative office as a superintendent, assistant superintendent, or other higher level administrator	202	4.56	7.08	8.68	7.07	14.75
Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher level administrator	150	3.99	6.14	8.89	6.28	7.13
Working at a job associated with K–12 education, but not directly associated with any schools or school systems	85	2.74	3.66	2.76	†	†
Position unknown	26	0.86	1.52	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table A-11. Standard errors for table 11: Number and percentage distribution of 2012–13 status of private school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13

Status	Total		Total years of experience as a principal in any school in 2011–12			
	Number	Percent	Less than 3 years	3–5 years	6–9 years	10 years or more
All private school principal leavers	282	†	†	†	†	†
Status of all leavers						
Retired—not working outside of home	126	4.32	6.12	7.97	12.68	9.45
Deceased	38	†	†	†	†	†
Not working outside of home and not retired	†	†	†	†	†	†
Working in a K–12 school, but not as a principal	190	4.89	8.30	8.48	10.02	9.06
Working in K–12 education, but not in a K–12 school	71	2.48	4.40	†	†	5.45
Working at a job outside of K–12 education	140	4.28	7.20	7.22	14.37	†
Status of leavers who were working in a position in a K–12 school, but not as a principal						
Working in current school, but not as a principal	134	6.57	12.20	17.44	20.06	13.63
Working in a different public school, but not as a principal	45	3.89	†	†	†	†
Working in a different private school, but not as a principal	82	6.02	11.37	†	20.06	†
Working in a different school, but not as a principal—unknown school type	†	†	†	†	†	†
Status of leavers who were working in a position in K–12 education, but not in a K–12 school						
Working in a district or administrative office as a superintendent, assistant superintendent, or other higher level administrator	42	13.90	†	†	†	†
Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher level administrator	†	14.40	†	†	†	†
Working at a job associated with K–12 education, but not directly associated with any schools or school systems	26	9.89	†	†	†	†
Position unknown	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.

Appendix B: Methodology and Technical Notes

Overview of the Principal Follow-up Survey

The Principal Follow-up Survey (PFS), first conducted in the 2008–09 school year, is a component of the Schools and Staffing Survey (SASS). SASS is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and is conducted by the U.S. Census Bureau. In order to provide a comprehensive picture of American public and private elementary and secondary schools and their staff, SASS has collected data on the characteristics of teachers, principals, schools, school districts, and library media centers since the 1987–88 school year.

NCES created the PFS in order to provide attrition rates for principals in K–12 public and private schools. The goal of the 2012–13 PFS was to assess how many principals in the 2011–12 school year still worked as a principal in the same school in the 2012–13 school year, how many had moved to become a principal in another school, and how many had left the principal profession altogether. The PFS sample included all schools whose principals completed questionnaires in SASS. Schools that had returned a completed 2011–12 SASS principal questionnaire were mailed the PFS form in March 2013.

The PFS data produce national, regional, and state estimates for principals in public schools and national, regional, and affiliation estimates for principals in private schools. The PFS data files include responses only to the principal’s current occupational status and have been merged with the 2011–12 SASS principal data files for the convenience of data users. This combined data file can be merged with other SASS data files (i.e., school district, schools, teachers, and library media centers) to provide a rich dataset for analyzing principals in K–12 schools in the United States.

For more information about specific PFS-related topics discussed in this appendix, consult the *User’s Manual for the 2011–12 Schools and Staffing Survey Volume 4: Public and Private School Principal Data Files, updated to include the Principal Follow-up Survey* (Goldring et al. 2014) and the *Survey Documentation for the 2012–13 Principal Follow-up Survey* (Graham, Parmer, and Cox forthcoming).

For additional information on the specific SASS- and PFS-related topics discussed in this appendix, consult the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Graham et al. forthcoming), the *User’s Manual for the 2011–12 Schools and Staffing Survey Volumes 1–6* (Goldring et al. 2013), the *Survey Documentation for the 2012–13 Principal Follow-up Survey* (Graham, Parmer, and Cox forthcoming), and the *User’s Manual for the 2011–12 Schools and Staffing Survey Volume 4: Public and Private School Principal Data Files, updated to include the Principal Follow-up Survey* (Goldring et al. 2014). To access additional general information on SASS and PFS or for electronic copies of the questionnaires, go to the SASS home page (<http://nces.ed.gov/surveys/sass>).

Sampling Frames and Sample Selection

The 2012–13 PFS target population includes principals in public, public charter, and private schools with students in any of grades K–12 or in comparable ungraded levels and in operation in the 2011–12 school year. All public and private schools whose principal replied to the 2011–12 SASS principal questionnaires were included in the PFS sample.

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

Data Collection Procedures

The 2012–13 PFS primarily utilized a mail-based collection methodology, with telephone follow-up for nonrespondents. Interviewers were provided with classroom training (including a portion intended for self-study) and a call script to follow for the telephone follow-up. Approximately 9,200 schools were contacted for this survey (7,500 public and 1,700 private); about 4,800 schools that were included in the 2011–12 SASS were not included in the 2012–13 PFS because the principal did not respond to the Principal Questionnaire during the 2011–12 SASS; about 10 additional schools interviewed during SASS were not contacted because their district refused participation in SASS after SASS data collection had closed.

Beginning in early March 2013, an introductory letter and the Principal Status Form (i.e., the survey questionnaire) were mailed to the sampled schools. The letter introduced the survey and asked the school to complete and mail the questionnaire in the return envelope. The letter was addressed to the principal, or if the principal’s name had not been provided during the 2011–12 SASS data collection, it was addressed to the “School Principal/Administrator” for public schools and the “School Head/Principal” for private schools. Public and private schools received slightly different versions of the form, with answer categories to question 1 tailored specifically for each school type. Eligible respondents included any school employee with knowledge of the 2011–12 principal’s employment status.¹ To ensure the validity of responses collected from schools, a validation study was conducted. Once complete Principal Status Forms were returned by schools, a sample of principals was drawn from the completed forms. The appropriate public or private Principal Status Form was mailed to the homes² of these sub-sampled principals and the data collected was used to validate the form returned by the school. For additional information on the PFS validation study, see *Survey Documentation for the 2012–13 Principal Follow-up Survey* (Graham, Parmer, and Cox forthcoming).

Nonresponse follow-up followed each stage of data collection. In mid-March 2013, a reminder letter and second copy of the Principal Status Form were mailed to any outstanding sampled schools. In early May 2013, any outstanding principals from the initial mailing to the schools in March were mailed an introductory letter and the Principal Status Form directly to the principal’s home. Telephone nonresponse follow-up was conducted in mid-April for schools and from late May through early June for principals. Mailed questionnaires were accepted through early June 2013.

For additional information on Principal Status Form content and language, see appendix D of this report or go to <http://nces.ed.gov/surveys/sass/question1213pfs.asp>.

Data Processing and Imputation

Respondents were encouraged to complete and mail back the form sent to the school. Questionnaires mailed to the National Processing Center (NPC) were immediately checked into the Automatic Tracking and Control (ATAC) system by clerical staff. Questionnaires received an outcome code of “complete” if question 1 was answered. Additional outcome codes included refusals, blanks, duplicates, out of scope and Undeliverable as Addressed (UAA). For nonresponding schools, Census Bureau telephone

¹ There were some cases where respondents noted on the form that someone in the front office who was not the principal had filled the form out on the principal’s behalf. A decision was made to accept these forms.

² Principals’ home addresses were collected on the 2011–12 Principal Questionnaire (public) and Private School Principal Questionnaire.

interviewers updated the status of cases during data collection. Interviewers assigned an outcome code indicating the status (i.e., unable to contact, refusal, etc.) of each questionnaire using a paper-based tracking system. Once this was completed, all cases were shipped to the Census Bureau clerical processing staff at the NPC. There, the cases were assigned a check-in code that indicated their completion status.

The data were captured (converted from paper to electronic format) using manual data keying and imaging technology, facilitated by the ATAC system. Responses to the two questions on the form were recorded into the ATAC system and sent to Census Bureau analysts in Suitland, Maryland.

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. Since the PFS was treated as an additional item and added to the SASS public and private school principal data files, PFS unit response rates are identical to the SASS unit response rates for public and private school principals. The weighted 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).³ For additional information on SASS unit response rates, see *User’s Manual for the 2011–12 Schools and Staffing Survey Volume 1: Overview* (Goldring et al. 2013) and *User’s Manual for the 2011–12 Schools and Staffing Survey Volume 4: Public and Private School Principal Data Files, updated to include the Principal Follow-up Survey* (Goldring et al. 2014).

Table B-1. Weighted unit and item response rates for public and private school principals included in the Principal Follow-up Survey (PFS), using initial base weight, by school type: 2012–13

School type	2011–12 SASS unit response rate (percent)	2012–13 PFS item response rate (percent)
Public	72.7	99.7
Traditional public	72.9	99.7
Public charter	69.7	99.1
Private	64.7	96.3

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 Principal and Private School Principal Documentation Data Files,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status and Private School Principal Status Data Files,” 2012–13.

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. Since PFS inherits the SASS public and private school principal unit response rates, no additional bias analysis was conducted. For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Graham et al. forthcoming), *User’s Manual for the 2011–12 Schools and Staffing Survey Volume 4: Public and Private School Principal Data Files, updated to include the Principal Follow-up Survey* (Goldring et al. 2014), and the *User’s Manual for the 2011–12 Schools and Staffing Survey Volumes 1–6* (Goldring et al. 2013).

³ For the formula used to calculate the unit response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003) (<https://nces.ed.gov/statprog/standards.asp>).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted 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.⁴

For the PFS, only one item, the principal's current occupational status, was collected. As shown in table B-1, the item response rate for the PFS item was nearly 100 percent for traditional public schools, 99 percent for public charter schools, and 96 percent for private schools. Since the response rates were above 85 percent for the item, an additional nonresponse bias analysis for the item was not necessary.

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.

Because the PFS instrument was sent to virtually all schools whose principals were interviewed in SASS, new weights were not calculated. Therefore the 2011–12 SASS public and private school principal weights should be used when analyzing the public and private school principal status data files, respectively. This weight, to be used on all principal status data files, is AFNLWGT. For more information on SASS weighting, please refer to the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Graham et al. forthcoming).

Variance Estimation

In surveys with complex sample designs, such as SASS, direct estimates of sampling errors that assume a simple random sample 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.

New replicate weights were not assigned to the 2012–13 PFS. Instead, the 2011–12 SASS public and private school principal replicate weights should be used when analyzing the public and private school principal status data files, respectively. These weights are AREPWT1–AREPWT88.

Reliability of Data

PFS estimates are based on samples. The sample estimates may differ somewhat from the values that would be obtained from the universe of respondents using the same questionnaire, instructions, and field

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

representatives. The difference occurs because a sample survey estimate is subject to two types of errors: nonsampling and sampling. Estimates of the magnitude of sampling error for PFS data can be derived or calculated. Nonsampling errors are attributed to many sources, including definitional difficulties, the inability or unwillingness of respondents to provide correct information, differences in the interpretation of questions, an inability to recall information, errors made in collection (e.g., in recording or coding the data), errors made in processing the data, and errors made in estimating values for missing data. Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers.

Caution Concerning Changes in Estimates

Care must be taken in estimating change over time in a PFS 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, as seen in table 1, the percentage distribution of principals by stayer/mover/leaver/other status changed between 2008–09 and 2012–13. Most notably, the “other” group increased; although there was an apparent decrease in the “stayer” group, the change is not statistically significant. This change may have more to do with changes in data collection between the two administrations than with actual changes in the population. In 2012–13 some principal status forms were sent directly to the principal’s home and some were sent to the 2011–12 SASS school. In 2008–09, principal status forms were only sent to the 2007–08 SASS school. It is possible that the difference in respondent type, or even where the forms were completed (at home vs. at work), impacted responses to the principal status forms.

Appendix C: Description of Variables

Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with “A” and are followed by four digits are survey variables from the 2011–12 Schools and Staffing Survey (SASS) principal questionnaires. For these variables, the numeric part of the variable name can be found in the SASS principal questionnaires to the left of the corresponding question. The variables without the letter plus four digit names are “created variables,” meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics (NCES) publications and have been added to the data files to facilitate data analysis. The definitions for the Principal Follow-up Survey (PFS) and SASS created variables follow table C-1.

Table C-1. Variables used in the *Principal Attrition and Mobility: Results From the 2012–13 Principal Follow-up Survey* report: 2012–13

Variable	Variable name in data files
Annual salary	A0335
Charter school identifier	CHARFLAG
Four-category principal status in 2008–09 and 2012–13	STATUS_P4
Four-category school level	SCHLEVE2
Highest degree earned	A0058
Hours spent per week interacting with students	A0241
Hours spent per week on school-related activities	A0240
Parent or guardian attended an open house or back-to-school night	A0180
Parent or guardian attended a parent-teacher conference	A0181
Parent or guardian attended a special subject event	A0182
Participated in professional development activities the past 12 months	A0059
Percentage of students in the school approved for National School Lunch Program	NSLAPP_S
Physical conflicts among students	A0149
Principal’s age	AGE_P
Principal’s influence on deciding how your school budget will be spent	A0089
Principal’s influence on determining the content of in-service professional development programs for teachers of this school	A0085
Principal’s influence on establishing curriculum at this school	A0084
Principal’s influence on evaluating teachers of this school	A0086
Principal’s influence on hiring new full-time teachers of this school	A0087
Principal’s influence on setting discipline policy at this school	A0088
See notes at end of table.	

Table C-1. Variables used in the *Principal Attrition and Mobility: Results from the 2012–13 Principal Follow-up Survey* report: 2012–13—Continued

Variable	Variable name in data files
Principal’s influence on setting performance standards for students of this school	A0083
Principal’s interview status	ISR_PF
Principal’s race/ethnicity	RACETH_P
Principal’s sex	A0320
Principal’s status in 2012–13 school year	ATAC
Represented under a meet-and-confer or collective bargaining agreement	A0248
Student bullying	A0157
Student disrespect for teachers	A0160
Student enrollment	SCHSIZE
Three-category private school typology	RELIG
Three-category school level	SCHLEVEL
Total years of experience as a school principal	A0025
Total years of experience as a school principal at current school	A0026
Total years of experience as a teacher prior to becoming a principal	TCHEXPER
Urban-centric school locale code	URBANS12

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal and Private School Principal Data Files,” 2011–12; and Principal Follow-up Survey (PFS) “Public School Principal Status and Private School Principal Status Data Files,” 2012–13.

Charter school identifier (CHARFLAG): A SASS created variable that identifies charter schools. 1 = School is a public charter school, 2 = School is a traditional public school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulation. CHARFLAG is based on S0290 from the public school data file.

Four-category principal status in 2008–09 and 2012–13 (STATUS_P4): A PFS created variable. Respondents to the PFS are classified as stayers, movers, leavers, or other. 1 = stayer, 2 = mover, 3 = leaver, 4 = other. For the 2008–09 PFS, “stayers” are 2007–08 principals who were principals in the same school in 2008–09; “movers” are 2007–08 principals who were principals in different schools in 2008–09; “leavers” are 2007–08 principals who were no longer principals in 2008–09; and “other” includes principals who had left their 2007–08 school, but for whom it was not possible to determine a mover or leaver status in 2008–09. For the 2012–13 PFS, “stayers” are 2011–12 principals who were principals in the same school in 2012–13; “movers” are 2011–12 principals who were principals in different schools in 2012–13; “leavers” are 2011–12 principals who were no longer principals in 2012–13; and “other” includes principals who had left their 2011–12 school, but for whom it was not possible to determine a mover or leaver status in 2012–13.

Four-category school level (SCHLEVE2): Taken from the Public School Data File, 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.

Percentage of students in the school approved for the National School Lunch Program

(NSLAPP_S): A SASS created variable taken from the public and private school data files, NSLAPP_S is a continuous variable created by dividing the number of students approved for free or reduced-price lunches (S0273) by the total number of K–12 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 and are reported separately in the tables. For public schools in this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches. For private schools in this report, NSLAPP_S is recoded as dichotomous variable of schools that participated and did not participate.

Principal’s age (AGE_P): A SASS created variable based on respondents’ reported year of birth. AGE_P is a continuous variable that was created by subtracting the principal’s reported year of birth (A0330) from the year of data collection (2011).

Principal interview status (ISR_PF): A PFS created variable for the interview status of the PFS respondent, which is an aggregation of the variable Principal’s status in the 2012–13 school year (STATUS). Categories are 1 = Interview, 2 = Noninterview, and 3= Out of scope.

Principal’s race/ethnicity (RACETH_P): A SASS created variable based on respondents’ reported race and ethnicity (A0321-A0326). The 2011–12 SASS allowed respondents to mark more than one racial category, which were recoded into four categories for this report: Hispanic, regardless of race; White, non-Hispanic; Black, non-Hispanic; and Other. The category “Other” includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; or More than one race, non-Hispanic.

Principal’s status in the 2012–13 school year (ATAC): A PFS collection variable based on the status of the 2011–12 principal in the 2012–13 school year. This 36-level variable largely corresponds to question 1 on the principal status forms (see appendix D).

Student enrollment (SCHSIZE): A SASS created variable taken from the public and private school data files, SCHSIZE is a continuous variable based on the number of K–12 and ungraded students enrolled in a respondent’s school (S0039). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

Three-category private school typology (RELIG): A SASS created variable taken from the private school data file, RELIG is a three-category variable based on the variables that identify the religious or nonreligious orientation of a private school (S0740-S0741): Catholic, Other religious, or Nonsectarian.

Three-category school level (SCHLEVEL): A SASS created variable taken from the public 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.

Total years of experience as a teacher prior to becoming a principal (TCHEXPER): Total years of the principal's experience as a teacher. Calculated as the sum of years of teaching experience prior to becoming a principal (A0027) plus years of teaching experience after becoming a principal (A0028).

Urban-centric school locale code (URBANS12): A SASS frame variable taken from the public 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.

Appendix D: Principal Status Forms

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

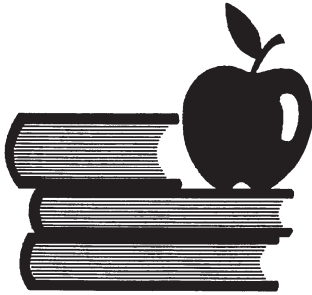
Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOLS AND STAFFING SURVEY

PRINCIPAL STATUS FORM

(Regarding your school's 2011-2012 Principal)

--	--



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

PRINCIPAL STATUS FORM for PUBLIC SCHOOLS

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

**U.S. CENSUS BUREAU
Attn: DCB-60A
1201 E 10th STREET
JEFFERSONVILLE IN 47132-0001**

NOTICE

This survey is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code § 9541(b) and § 9543(a). The results will only be produced as statistical summaries.

FORM **PFS-1A**
(12-12-2012)

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

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

🍏 Please mark (X) one box.

🍏 If this school had more than one Principal last year, think of the one who was Principal on October 1, 2011.

🍏 If this school did not have a Principal last year (2011-12 school year), mark (X) here ⁵⁰ and return the form.

Still working as Principal of this school

²⁰ Still working as Principal of this school

Still working as a Principal, but not at this school

²⁴ Working as a Principal, but in a different public school

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

²¹ Yes

²² No

²³ Don't know

²⁵ Working as a Principal, but in a private school

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

²⁶ Working in this school, but not as Principal

²⁷ Working in a different public school, but not as Principal

²⁸ Working in a private school, but not as Principal

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

²⁹ Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

³⁰ Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

³¹ Working at a job associated with K-12 education, but not directly associated with any schools or school system

Working at a job outside of K-12 Education

³² Working at a job outside of K-12 education

Other

³³ Retired – not working outside the home

³⁴ On leave (e.g., maternity/paternity, military, disability, sabbatical)

³⁵ Deceased

³⁶ Other – Specify _____

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

Name we have:

Is this the name of the school's 2011-12 Principal, with first and last names in the right order and no nicknames?

Yes

No, this is not the name of the 2011-12 Principal OR

↓
there is no name above

What is the name of this school's 2011-12 Principal? *(Please print)*

Title _____

First Name _____

Middle Initial _____

Last Name _____

Suffix _____

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the content of this form, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006-5651.

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

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOLS AND STAFFING SURVEY
SCHOOL HEAD/PRINCIPAL STATUS FORM
(Regarding your school's 2011-2012 School Head/Principal)

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

SCHOOL HEAD/PRINCIPAL STATUS FORM
for
PRIVATE SCHOOLS

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

**U.S. CENSUS BUREAU
Attn: DCB-60A
1201 E 10th STREET
JEFFERSONVILLE IN 47132-0001**

NOTICE


This survey is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code § 9541(b) and § 9543(a). The results will only be produced as statistical summaries.


FORM **PFS-1B**
(1-17-2013)

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

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

 Please mark (X) one box.

 If this school had more than one School Head/Principal last year, think of the one who was School Head/Principal on October 1, 2011.

 If this school did not have a School Head/Principal last year (2011-12 school year), mark (X) here ⁵⁰ and return the form.

Still working as School Head/Principal of this school

²⁰ Still working as School Head/Principal of this school

Still working as a School Head/Principal, but not at the same school

²⁴ Working as a School Head/Principal, but in a public school

²⁵ Working as a School Head/Principal, but in a different private school

Still working in a K–12 school, but not as a School Head/Principal

²⁶ Working in this school, but not as School Head/Principal

²⁷ Working in a public school, but not as School Head/Principal

²⁸ Working in a different private school, but not as School Head/Principal

Still working in K–12 Education, but not in a K–12 school

²⁹ Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

³⁰ Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

³¹ Working at a job associated with K–12 education, but not directly associated with any schools or school system

Working at a job outside of K–12 Education

³² Working at a job outside of K–12 education

Other

³³ Retired – not working outside the home

³⁴ On leave (e.g., maternity/paternity, military, disability, sabbatical)

³⁵ Deceased

³⁶ Other – Specify _____

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

Name we have:

Is this the name of the school's 2011-12 School Head/Principal, with first and last names in the right order and no nicknames?

Yes

No, this is not the name of the 2011-12 School Head/Principal OR there is no name above

↓
What is the name of this school's 2011-12 School Head/Principal? *(Please print)*

Title _____

First Name _____

Middle Initial _____

Last Name _____

Suffix _____

Paperwork Burden Statement

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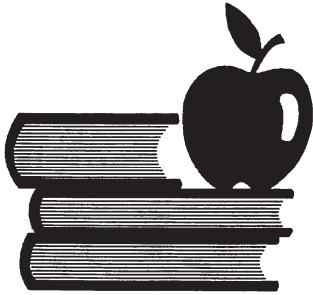
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U.S. CENSUS BUREAU

SCHOOLS AND STAFFING SURVEY

PRINCIPAL STATUS FORM

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(Please correct any errors in your name, address, and ZIP Code.)

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**U.S. CENSUS BUREAU
Attn: DCB-60A
1201 E 10th STREET
JEFFERSONVILLE IN 47132-0001**

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FORM **PFS-1C**
(12-12-2012)

The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the principal of

during the 2011-12 school year. Please answer the following question about your current occupational status.

Which of the following best describes your current occupational status?

🍏 Please mark (X) one box.

🍏 If you were not the Principal of last year (2011-12 school year), mark (X) here and return the form.

Still working as Principal of the same school

20 Still working as Principal of the same school

Still working as a Principal, but not at the same school

24 Working as a Principal, but in a different public school

Is your new school in the same District as last year's school?

21 Yes

22 No

23 Don't know

25 Working as a Principal, but in a private school

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

26 Working in the same school, but not as Principal

27 Working in a different public school, but not as Principal

28 Working in a private school, but not as Principal

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

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

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

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

Working at a job outside of K-12 Education

32 Working at a job outside of K-12 education

Other

33 Retired – not working outside the home

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

35 Deceased

36 Other – Specify _____

Paperwork Burden Statement

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SCHOOLS AND STAFFING SURVEY

SCHOOL HEAD/PRINCIPAL STATUS FORM

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(Please correct any errors in your name, address, and ZIP Code.)

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JEFFERSONVILLE IN 47132-0001**

NOTICE

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FORM **PFS-1D**
(1-17-2013)

The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the principal of

during the 2011-12 school year. Please answer the following question about your current occupational status.

Which of the following best describes your current occupational status?

🍏 Please mark (X) one box.

🍏 If you were not the School Head/Principal of

last year (2011-12 school year), mark (X) here ⁵⁰ and return the form.

Still working as School Head/Principal of the same school

20 Still working as School Head/Principal of the same school

Still working as a School Head/Principal, but not at the same school

24 Working as a School Head/Principal, but in a public school

25 Working as a School Head/Principal, but in a different private school

Still working in a K–12 school, but not as a School Head/Principal

26 Working in the same school, but not as School Head/Principal

27 Working in a public school, but not as School Head/Principal

28 Working in a different private school, but not as School Head/Principal

Still working in K–12 Education, but not in a K–12 school

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

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

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

Working at a job outside of K–12 Education

32 Working at a job outside of K–12 education

Other

33 Retired – not working outside the home

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

35 Deceased

36 Other – Specify _____

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the content of this form, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006-5651.